



**IMPROVING STUDENTS' ABILITY AT WRITING DESCRIPTIVE TEXT
BY USING TASK-BASED LANGUAGE TEACHING (TBLT) FOR THE
SEVENTH GRADE STUDENTS OF MTS NEGERI 3 MEDAN**

THESIS

*Submitted to Tarbiyah Faculty and Teacher Training UIN-SU Medan as a
Partial Fulfillment of the Requirements for S-1 Program (S.Pd)*

By:

INDAH DWI LESTARI

34.15.1.010

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN

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Assalamu'alaikum Wr. Wb

Setelah membaca, meneliti, mengoreksi dan memberi saran saran perbaikan seperlunya terhadap skripsi saudara

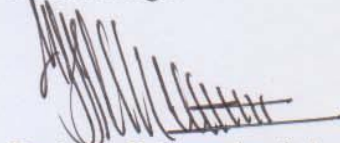
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TEACHING (TBLT) FOR THE SEVENTH GRADE STUDENTS OF MTS
NEGERI 3 MEDAN**

Dengan ini kami menilai skripsi tersebut dapat disetujui untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiplakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, April 11th 2019

Yang Membuat Pernyataan



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Medan, April 11th 2019

Indah Dwi Lestari

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SPECIAL DEDICATION

In this very special moment, I would like to dedicate my mini thesis to my family. A special feeling of gratitude to both of you, my beloved heroes, they are **Ikhwansyah, S.H., M.Si.** (a man who always knows what I want and who I am) and **Idawani** (a most beautiful woman in this world who I never can be as strong as her). Thanks for always pray for me, for love, encouragement, advices, supports both financially and mentally that made me possible to finish my study.

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ABSTRACT

Indah Dwi Lestari. 34151010. Improving Students' Ability at Writing Descriptive Text by Using Task-Based Language Teaching (TBLT) for the Seventh Grade Students of MTs Negeri 3 Medan. Skripsi. Faculty of Tarbiyah and Teachers Training. State Islamic University of North Sumatra Medan. 2019.

This research was intended to find out the students' ability at writing descriptive text whether can be improved by using Task-Based Language Teaching (TBLT) or not. The subject of this research was the class VII-5 of MTs Negeri 3 Medan in academic year 2018/2019. They were 38 students. The study was Classroom Action Research method that was conducted in two cycles. The data were analyzed qualitatively through interview, observation, and diary note and also are supported by quantitative data through pre-test and post-test. Based on the qualitative data, the use of TBLT at writing descriptive text can improve the students' responses. It can be seen in the observation sheet. In the first cycle, there were two meetings. In the first meeting, the percentage was 52,5% (enough) and the second meeting, the percentage was 75 % (good). In the second cycle, the score was 85 % (very good). The result of students' score shows that the students' average score keep improving in every test. The students' average score in pre-test was 61.5. There were 7 students (18.4%) who pass the Minimum Mastery criterion (75). The result of post-test in cycle I, there were 20 students (52.6%) who pass the Minimum Mastery criterion consider their mean score was 77.02. The result of post-test in cycle 2, there were 28 or 73.7% students who pass the Minimum Mastery criterion consider their mean was 82.07. It can be concluded that the using of TBLT can improve the students' ability at writing descriptive text.

Keyword: Students' Ability, Writing Descriptive Text, Using Task-Based Language Teaching.

TABLE OF CONTENTS

	Page
TABLE OF CONTENTS.....	i
LIST OF TABLES.....	iii
LIST OF FIGURE	iv
LIST OF APPENDICES	v

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Identification of the Problem	3
C. Formulation of the Problem.....	4
D. Objective of the Study.....	4
E. Significance of the Study.....	4

CHAPTER II THEORETICAL REVIEW

A. Theoretical Framework	6
A.1 Writing as Students' Ability.....	6
A.2 Writing Instruction in Indonesian EFL Context.....	7
A.3 Genre at English Writing	10
A.3.1 Descriptive Text.....	10
A.3.2 The Characteristics of Descriptive Text.....	11
A.3.3 The Generic Structure of Descriptive Text	11
A.3.4 The Language Features of Descriptive Text	11
A.3.5 The Example of Descriptive Text	12
A.4 Task-Based Language Teaching (TBLT)	12
A.4.1 CLT and Task-Based Language Teaching (TBLT).....	12
A.4.2 TBLT Stages at Writing Instruction.....	14
A.5 The Advantages and Disadvantages of TBLT	16
B. Related of the Study	17
C. Conceptual Framework	18
D. Hypothesis	18

CHAPTER III METHODOLOGY OF RESEARCH

A. Research Design	19
B. The Subject of Research	19
C. The Setting of Research	20
D. The Procedure of Research.....	20
E. The Technique of Collecting Data	25
F. The Technique of Analyzing Data	27
G. Trustworthiness of Research	32

CHAPTER IV RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings	34
A.1 Finding of before Action.....	34
A.2 Finding of Cycle 1	36
A.3 Finding of Cycle 2	42
A.4 Report of Interview Sheet	47
A.5 Report of Observation Sheet	48
A.6 Report of Writing Test.....	49
B. Discussions	50

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	52
B. Suggestion	53

REFERENCES	54
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APPENDIXES

LIST OF TABLES

TABLES	TITLE	Page
2.1	The Generic Structure of Descriptive Text	11
3.1	Subject of Research	19
3.2	Learning Activity.....	22
3.3	Writing Score and Criteria	29

LIST OF FIGURES

FIGURE	TITLE	Page
2.1	Stages of TBLT	15
3.1	Action Research Model By Kemmis and McTaggart	21

LIST OF APPENDIXES

APPENDIX	TITLE
I	Lesson Plan Cycle I
II	Lesson Plan Cycle II
III	Test Sheet I Pre Test
IV	Test Sheet II Post Test of Cycle I
V	Test Sheet III Post Test of Cycle II
VI	The Students' Score of Pre-Test
VII	The Students' Score of Post-Test 1
VIII	The Students' Score of Post-Test 2
IX	The Percentage of Students' Score
X	Observation of Teaching Process and Students' Activities
XI	The Whole Result of Students' Scores
XII	Observation Sheet Cycle I (1 st meeting)
XIII	Observation Sheet Cycle I (2 nd meeting)
XIV	Observation Sheet Cycle II (1 st meeting)
XV	Diary Note
XVI	Interview Sheet for Teacher
XVII	Interview Sheet for Students
XVIII	Result of Students' Test
XIX	Photographs Sheet
XX	Research and Observation Paper from Campus
XXI	Research and Observation Paper from School

CHAPTER I

INTRODUCTION

A. Background of the Study

Indonesian students really need to learn English early before facing the globalization in nowadays and future for better life. The aim of teaching-learning English commonly defines in term of four language skills namely listening, speaking, reading, and writing. Writing is one of difficult skill in English learning, because it is an activity that the writer has to think correctly to produce a text with proper content. Writing is a process of expressing ideas or though in words which is not easy to start.¹ There were students' difficulties to express their ideas clearly in a form of paragraph writing.² At writing, the students were confused to write and how to start. A lot of students find difficulties at writing such as expressing the ideas using appropriate vocabulary choice sentence and paragraph organization and putting them at a blank piece of paper.

In the seventh grade students are expected to develop and produce simple functional text, like descriptive text. In reality, based on the researcher's experience in the program of Teacher Training Practice (*PPL*: Program Pengalaman Lapangan) at MTs Negeri 3 Medan, the seventh grade students in achievement of writing descriptive text is still low. The problem is found when the writer taught in seventh grade students of MTs Negeri 3 Medan. The students'

¹Sutanto Leo, (2007), *English for Academic Purpose: Essay Writing*, Yogyakarta: Andi Offset, p.1.

²Mira Desmayenni, et.al, (2012), *Implementation of Task Based Learning Method in Writing Descriptive Text*, Lampung: FKIP Unila, p.2.

ability at writing are still low, it is proofed based on the result of students' writing tasks that collected by an English teacher.

The researcher also finds some problems in the teaching and learning processes. They are: 1). Most students have less interest and motivation in English writing, especially at writing descriptive text. 2). Students are lacking of English vocabularies. 3). Students very rarely practice writing, even in Indonesia, so writing in English becomes more difficult 4). Students are unable to write descriptive text systematically. 5). The English teacher does not use the varieties strategy or method in learning English process.

The students' learning depends on the effectiveness of the teacher's techniques and prepare the interest material. The English teacher also needs to be creative in preparing material and creating such new techniques. Thus, a teachers' role are nothing more than a guide whereas students' roles are highly active. The implementation of Task-Based language Teaching (TBLT) method in teaching learning process is expected to be an alternative way to solve that problem. Practices are needed to get the improvements at writing. Therefore, the researcher tries to find an effective solution to teach writing. Task-Based language Teaching (TBLT) method has become the main systematized alternative to writing instruction for helping students at writing a text.

Task-Based Language Teaching (TBLT) is one of teaching approach which focuses on the task as the learning process. It aims to make the learner

habituated to use the language with the natural context.³ Task-Based Language Teaching (TBLT) is an approach rather than a method which creates a natural context for using the target language in the classroom. The main advantage of this approach is it gives students much freedom and natural context in which they can use the target language in class.⁴ It makes students to explore their ideas and choose their own words, and become active learners. It also gives teacher an opportunity to develop creative activities in the form of interesting task on familiar subjects.

Based on the background above, the researcher is interested to make a research in using Task-based Language Teaching (TBLT) to improve their ability at writing descriptive text. It is hoped that using Task-based Language Teaching (TBLT) will be helpful for the students to reduce their problems at writing descriptive text. In conclusion, the research is entitled “Improving Students’ Ability at Writing Descriptive Text by Using Task-Based Language Teaching (TBLT) for the Seventh Grade Students of MTs Negeri 3 Medan”.

B. Identification of the Problem

Based on the background of study, there were many factors that the causes are marked by the students were less attention and not active when followed studying. When the English teacher gave a writing exercise, some students did not know what should they wrote. Most of students cheated the written text from another friend who has finished. and the English teacher used lecturing method in

³ H.D. Brown, (2001), *Teaching by principle: An interactive Approach to Language Pedagogy*, San Fransisco University: Longman, p.50.

⁴ D. Nunan, (2001), *Second Language Acquisition*, In R. Carter, & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages*, Cambridge: Cambridge Univesity Press, p. 77-90.

teaching writing descriptive text. From the explanation above, many problems were identified that can influence the students' writing ability.

C. Formulation of the Problem

In relation to identification of the problem, the problem of this study is formulated as follows:

1. Can the students' ability at writing descriptive text be improved by using Task-Based Language Teaching (TBLT)?
2. How is the improvement of students' ability at writing descriptive text after using Task-Based Language Teaching (TBLT)?

D. Objective of the Study

In relation to the problem above, the objectives of this study are:

1. To find out the students' ability at writing descriptive text whether can be improved by using Task-Based Language Teaching (TBLT) or not.
2. To realize whether the Task-Based Language Teaching (TBLT) can improve students' ability at writing descriptive text or not.

E. Significances of the Study

1. Practical Benefits
 - a. To the students, this research is expected to encourage students to realize that writing is a fun and an enjoyable activity to learn English. Hopefully, that ability will be improved and the students will love writing.

- b. To the English teachers, the writer expects that this research may inspire the English teachers to make better media and activities in teaching and learning process.
- c. To the school, this research is expected to be used as a conceptual contribution. Therefore, it can improve the quality of education and innovation for learning and teaching English at MTs Negeri 3 Medan.

2. Theoretical Benefits

For other researchers, this research is expected to help them to get more information about this research and can be used for better research.

CHAPTER II

THEORETICAL REVIEW

A. Theoretical Framework

In conducting a research, theories are needed to explain some concepts applied in research. The term must be clarified to avoid confusion between the writer and the readers.

A.1 Writing as Students' Ability

The Oxford advanced learner's dictionary state that writing is the activity of writing, in contrast to reading, speaking and etc.⁵ Writing is one of important language skills. Writing is the expression of language in the form of letters, symbols, or words. Communication is the main goal of writing.⁶ In conclusion, writing is a skill as a language expression in forming letters, words, and symbols, and it is a medium of human communication.

In the holy Al-Qur'an, writing is also important ability should be learned and there is verse that state the existence of writing that be stated in Al-Quran, that is Surah al-Qalam verse 1.

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

The Meaning:

“Nun. By the Pen and by the (Record) which (men) write.” (Q.S. al-Qalam/ 68:1)⁷

⁵ A S Hornby, (2003), *Oxford Advanced Learner's Dictionary Of Current English: International Student's Edition*. UK: Oxford University Press, p.1561.

⁶ Utami Dewi, (2013), *How to Write*, Medan: La-Tansa, p. 2-3.

⁷ Abdullah Yusuf Ali, (2002), *The Holy Qur'an: Text, Translation, English Translation with Commentary & Notes*, New Delhi (India): Kitab Bhavan, p. 1580.

Based on the verse, Allah SWT explained that He taught human being by pen (*Qalam*). The “PEN” indicates the basic foundation of the knowledge that come through writing. Discovery of pen and writing are the greatest gifts from Allah SWT. By writing, one generation can transfer their knowledge to the next generation. It shows that the tool of writing and writing itself have important roles.

Allah says that writing is one of ways to get knowledge to development his knowledge and status in society. Therefore, by writing, human get knowledges. The verses are Al-Alaq (4-5):

الَّذِي عَلَّمَ بِالْقَلَمِ ۖ عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

The meaning: “who taught (man) by the pen ? He taught man, what he knew not”

(Q.S. al-Alaq/ 96:4-5) ⁸

This surah begins with the first message from Allah SWT. He is not directly teach the human, but they are taught by another human in which their ability to teach comes from Allah. It mainly deals with importance of knowledge to man, for his development. Mankind has a common origin. His development, progress and status mainly depend on the knowledge he gains. For this, Allah has provided man with the sense of observation and thinking. One gets the knowledge by different means. ⁹

Therefore, by pen, science can be written. Pen can write everything which understood by human. Writing skill deals with the ability to arrange the graphic system such as letters, words, and sentences of certain language being used in written communication in order that the reader can understand the message or information.

⁸ *Ibid.* p. 1580.

⁹ Baheer Ahmad Mohyidin, (2004), *Quran The Living Truth*, New Delhi: Continental Book Center, p.1054.

The pen is the symbol of the permanent Record, the written Decree and perfect Order in the government of the world. And by that token, the man of God comes with a Plan and Guidance that must win against all detraction.¹⁰

Prophet sallallahu ‘alaihi wa sallam said,

قيّدوا العلم بالكتابة

Meaning: “tie the science by writing” (Genealogy of hadith Ash Shahihah no. 2016)

Shaykh Muhammad bin Salih Al ‘Uthaymeen rahimahullah said, “A student of science should be spirit of memorizing what has been learned, whether by memorizing in your heart or by writing it. In truth, mankind is the place of forget, then if he was not eager to repeat and review the lessons learned, the knowledge that has been achieved could be lost in vain or he forgotten”. (Kitaabul ‘Ilmi p.62)¹¹

The ability to write second language is becoming widely recognizes as an important skill for education, business and personal reason in our global community.¹² It means that the ability to write effectively is becoming important skill for human in many aspects, especially in education aspect. The student’s ability at writing text is the power or the capability of students in understanding the material, especially at writing English that is given by the teacher in the classroom. The ability of the students in learning can be seen from the result of their writing. Therefore, the ability of students is the capability of the students or intelligence in answering the questions. Students’ ability in this study is the students’ scores based on the result of the test.

¹⁰ Abdullah Yusuf Ali, (2006), *The Holy Qur’an: Text, Translation, English Translation with Commentary & Notes*, New Delhi (India): Kitab Bhavan, p. 1584.

¹¹ Wisma MTI:Yogyakarta.2012. <https://kunaasyaa.wordpress.com/2012/11/08/ikatlah-ilmu-dengan-tulisan/>. Accessed on January, 23rd 2019.

¹² Ronald White, (1995), *New Ways in Teaching Writing*, Library of Congress Catalogue, p.4.

A.2 Writing Instruction in Indonesian EFL Context

English is very important to follow the developments in this creative and innovative era. Students must have the international language ability in order to make them more competitive. They can compete in the era of globalization and become qualified generations.¹³ The primary goal of learning the language is to gain access to scientific knowledge and global communication.

Particularly in most Asian societies, especially in Indonesia, cultures and tradition influence English teaching and learning in EFL context. In EFL contexts has big size class. These are a common problem in most developing countries that have a lot of population and also because of lack of funding and logistics.¹⁴ Most learners of EFL learn English in school together with a large class of peers of similar age and proficiency. They typically have a coursework, they are preparing for an examination, and they are taught by a teacher who is not a native speaker of English.¹⁵ The common class size in Indonesia is 35- 40 students. With this class size, controlling and giving feedback on every student's writing will consume and take extra work and time for EFL teachers in Indonesia.

The objective of English writing pedagogy in EFL writing context is too high-stake examination oriented. Teachers are quite concerned about how they can make their students do well on these examinations. Some the university level are taught to prepare for the high-stake examinations such as TOEFL and

¹³ Didik Santoso and Pirman Ginting, (2016), *Bilingual Education Programs at Junior High Schools*, Jakarta: Prenamedia, p. 1.

¹⁴ Rahmah Fithriani, (2017), *Indonesian Students' Perceptions of Written Feedback in Second Language Writing*, Mexico: UNM Digital Repository, p.24.

¹⁵ B. Tomlinson, (2005), *English as a Foreign Language: Matching Procedures to the Context of Learning*, Hoboken, NJ: Lawrence Erlbaum, p. 137.

IELTS.¹⁶ This is because many universities in Indonesia demand their students to pass those tests before graduating from their programs and its score is needed as their application requirements. Thus, the product approach to teaching writing is more preferable to the process one.

A.3 Genre at English Writing

Genre is used to refer to particular text-types, not of traditional varieties of literature. It is a type or kind of text, defined in terms of its social purposes; also the level of context dealing with social purpose.¹⁷ The meaning of the genre is that students are able to understand the concept and they would be able to identify a kind of texts that students will have to write.

There are fourteen types of genre text as follows:¹⁸

- | | |
|----------------|---------------------------|
| 1. Descriptive | 8. Explanation |
| 2. Recount | 9. Report |
| 3. Narrative | 10. Analytical exposition |
| 4. Spoof | 11. Discussion |
| 5. Procedure | 12. Review |
| 6. New story | 13. Commentary |
| 7. Anecdote | 14. Hortatory exposition |

A.3.1 Descriptive Text

Descriptive writing is a type of writing which describes something in details in order to enable to see, hear, feel, and touch it directly or involve themselves in the event. By descriptive text, writer can create a vivid scene in the reader's mind.¹⁹ In other words, descriptive text is a piece of writing which visualize the appearance of thing by describing the details of subject.

¹⁶ Rahmah Fithriani, *Op.cit*, p. 29.

¹⁷ Rudi Hartono, (2005), *Genres of Text*, UNNES, p.22.

¹⁸ *Ibid*, p.24.

¹⁹ Mc. Guinness and Spencer, (2012), *Writing to Describe*, New York: The Rosen Publishing Group, p. 4-5.

A.3.2 The Characteristics of Descriptive Text

As a typical writing text, descriptive paragraph has some characteristics such as: 1) It elaborates the usage of sensory language; 2) It is rich, vivid, and lively detail; 3) It tends to use figurative language such as simile, hyperbole, metaphor, symbolism, and personification; 4) It shows rather than tells, through the use of active verbs and precise modifiers; 5) It uses clear and concise language; and 6) It leaves the reader with a clear impression.

A.3.3 The Generic Structure of Descriptive Text

Table 2.1
The Generic Structure of Descriptive Text²⁰

No.	Textual Elements	Functions
1)	Identification	<ul style="list-style-type: none"> • It is a statement describing and illustrating about the topic/ theme to be described. • Statement must be interesting and is able to attract and to provoke the reader so that the reader becomes interested in reading the complete description. • The use of adjective and degree of comparison of adjective is advisable.
2)	Description	It is a complete description about the topic/ theme proposed in identification text.

A.3.4 The Language Features of Descriptive Text

Grammatical patterns or language use of certain genre writing seems to have its own distinct or specific features. In general, the common grammatical patterns of descriptive text are:²¹ 1) The use of present tense; 2) The use of verb to

²⁰ I Wayan Dirgayasa, (2012), *Maritime English Writing: A Genre Based Approach*, Medan: UNIMED Press, p. 4.

²¹ *Ibid*, p. 5.

be (is, are), have and linking verb such as seems, looks, sounds, and like, etc;
 3) The use of adjective to describe or illustrate the condition of topic/ theme described; and 4) The use of pronoun.

A.3.5 The Example of Descriptive Text

I have only one brother, his name is Budi. My brother is very smart. He is also a good football player. He is generous. He is funny, too. I love him very much. But I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is sweaty but he doesn't take a bath straight away. He drinks too much soft drink. He does not like fresh water. I'm often worried about his health.

A.4 Task-Based Language Teaching (TBLT)

Some believe that the focus on meaning and fluency is a must to reach the goal of language as a means of communication, while some others state that the language teaching should focus on language form and accuracy, and it is more important in language acquisition.²² Communicative Language Teaching (CLT) is one that has proven effective to achieve the goal of language learning. One of the various methods has appeared as an attempt to do CLT in any classroom is the task-based language teaching (TBLT).

A.4.1 CLT and Task-Based Language Teaching (TBLT)

In the 1970s, CLT was proposed and influenced the language teaching practice around the world.²³ Communicative Language Teaching (CLT) also known as the communicative approach sets as its goal the communicative

²² Rahmah Fithriani, (2017), *Task-Based Language Teaching in Grammar Instruction: A Literature Review*, Medan: State Islamic of North Sumatera, p. 1.

²³ Jack C. Richards, (2006) *Communicative Language Teaching Today*, New York: Cambridge University Press, p. 1.

competence, know how the rules of sentence formation in a language and use the language for meaningful communication. Students in CLT have to participate in classroom activities that are based on a cooperative approach rather than individualistic to learn. They are expected to take responsibility for their own work.

Task-Based Language Teaching (TBLT) could be included one of the methodologies which emerged as attempt of CLT to achieve the goal of communication language teaching – to develop learners’ communicative competence. In recent years, many researchers (e.g. Ellis, 2003, 2009; Skehan, 2003; and Grace, 2013) have researched TBLT, which indicated a huge development of interest in this particular approach. The advantage of this approach is its flexibility. TBLT is not a monolithic teaching method, but an adaptable approach to language teaching. ‘There is no single way of doing TBLT’²⁴, so teachers can adapt this approach and design their own classroom activities which work best for their students. Another advantage of this approach is it gives students much freedom and natural context in which they can use the target language in class. It allows students to explore their ideas and choose their own words, and thus become active learners.

Task-Based Language Teaching (TBLT) focuses on the use of task as the learning process. There are six types of tasks was proposed as the basis for TBLT.

1. Listing task

Students can list people, things, places, to do in certain circumstance, etc. For instance: work in small groups and write a list of five places people should visit in your country. Decide on a reason for including of each place.

²⁴ Rod Ellis, (2009), *Task-Based Language Teaching: Sorting Out the Misunderstandings*, USA: Blackwell Publishing, p. 4.

2. Ordering and sorting

Students can classify rank sequence. For example: look at the list of places they wrote and rank them from most popular to least popular, Be ready to justify answer.

3. Comparing

These tasks involve comparing of a similar nature but from different sources or versions in order to identify common points and/or difference. The processes involve (a) matching to identify specific points and relate them to each other, (b) finding similarities and things in common, and (c) finding differences.

4. Problem-solving

Problem solving tasks make demands upon people's intellectual and reasoning powers and though challenging, they are often satisfying to solve. The processes and time scale will vary enormously depend on the type and complexity of the problem.

5. Sharing personal experiences

These tasks encourage students to talk more freely about themselves and share their experiences with others. The resulting interacting is closer to casual social conversation in that it is no so directly goal-oriented as in other tasks.

6. Creative tasks

These tasks are often called projects and involve pairs or groups of students in some kind of creative work. They also tend to have more stages than other task, and can involve combinations of task types: listing, ordering and sorting comparing, and problem-solving.²⁵

A.4.2 TBLT Stages at Writing Instruction

Basically TBLT follows on the principles and effectiveness of experiential learning introduced by John Dewey (1859-1952) and real life situations are rehearsed in the language teaching classrooms.²⁶ More recently in modern theories of learning TBLT is based on the constructive theory of learning. History of TBLT goes back to 1970s as it emerged out of the Communicational Language Teaching project in India by Prabhu. The rationale behind its origination is the lack of performance in the target language production and other limitations of the traditional teaching approach PPP (Presentation-Practice-Production).

²⁵ J. Willis, (1996), *A Framework for Task-Based Learning*, Harlow: Longman, p.26-27.

²⁶ Rod Ellis, (2009), *Op.Cit*, p. 222.

Advocates of TBLT reject this model on the basis that (a) it doesn't work; and (b) it doesn't reflect current understanding of second language acquisition. They claim that students do not develop fluency or progress in their grammatical development through a PPP.²⁷ This Task-Based Language Teaching stages differs from a PPP cycle because the focus on language form comes at the end. The communication task itself is central to the framework. Such a task may involve student production of language and/or may be linked to a spoken or written text. With TBLT, the focus shifts to use tasks to create interaction and then build language awareness and language development around task performance.

There are three stages or steps to carry out Task-Based Language Teaching, as follows.

Task-Based Language Teaching (TBLT)		
<u>Pre-Task</u> Raise consciousness. Choose the theme of the task. introduction to the topic	<u>Task Cycle</u> Working with and using the target language.	<u>Language Focus</u> Selecting, identifying and classifying common words and phrases. Building personal dictionaries

Figure 2.1 Stages of TBLT

The stages above can be elaborated as follows:²⁸

- 1) Pre-task: introduction to the topic

Determining the theme becomes an important thing to carry out the task. The teaching and learning process using task will be pleasant if the theme is interesting for the students. It can increase the students' motivation to do the task. Some theme areas such as students, home life,

²⁷ Jack C. Richards, *Op.Cit*, p. 32.

²⁸ Rod Ellis, (2003), *The Task Based learning and Teaching*, London: Longman.Pearson Education Limited, p.80.

and school life can be provided them let the students choosing the theme that they want. The teacher creates interest in doing the task, and activities topic-related words, phrases and target sentences that will be useful in carrying out the task and in the real world.

2) Task cycle: task planning and report

Students work in pairs or groups and use linguistic resources to achieve the goals of the task. Then, they work with the teacher to improve their language while planning their reports of the task.

3) Language focus: analysis and practice

Some of the specific features of the language, which occurred naturally during the task are identified an analysis. After the analysis activities, the phrase may also contain a practice stage in which the teacher conducts practice of the new words or phrases.

A.5 The Advantages and Disadvantages of TBLT

Many studies investigating the effect of TBLT on students' writing have indicated that TBLT helps students improve the quality of their writings (e.g. Fauzi, 2015; Desmayenni, Setiyadi, & Hasan, 2012; Ahmed & Jamilah, 2016; Puspitaloka & Haryani, 2016). The following are the findings of some studies examining the advantages of TBLT for the students. 1) The improvement of students' writing skill, 2) The improvement of the students' participation, 3) The raising of students' encourage at writing, 3) The students got something new (new knowledge/skill from the teaching learning process or new vocabularies from the examples of descriptive text and familiar with generic structure and language features of the text.), 4) The more opportunities for students to practice, 5) All the students got clear with the teacher's explanation, 6) The students were free to asked questions when they did not understand, and 7) Learning was students' oriented.

There are some disadvantages of task based language, such as: 1) Task difficulty, so that it is useful to integrate and sequence the tasks in language teaching syllabus. 2) Mismatch between the learners' and teachers' perception, 3)

Students' perception they tend to adopt an achievement orientation. 4) TBLT is not appropriate as the foundation of a class for beginning students.²⁹

B. Related of the Study

Handayani, Pera (2017) "Improving the Students' Ability in Writing Descriptive Paragraph by Using Task-Based Learning (TBL) approach at the tenth grade of MAS PAB 1 Sampali Medan in the Academic Year 2016/2017". The objective of study is to improve the students' ability in writing descriptive paragraph by using Task-Based Learning (TBL) approach at the tenth grade of MAS PAB 1 Sampali Medan. The subject of this study consists of 37 students of tenth. This study is conducted by applying Classroom Action Research. The result of this research showed that there was improving of students' ability in writing.

Wati, Rahma (2018) "Improving the Students' English Writing of Descriptive Text through Task-Based Language Teaching." This study attempts to Improving Students' English Writing of Descriptive Text by Using Task-Based Language Teaching. The objective of the study is to describe the Task-Based Language Teaching can improve students' English writing of descriptive text. This study is conducted by applying Classroom Action Research which was carried out in two cycles in four meetings. The subject of this study is students of MTs. EX PGA Medan which consisted of 36 students of class VII-A.

The similarity of the researches above with this research is the objective of the research (to improve the students' ability at writing descriptive paragraph by using Task-Based Language Teaching) and the research design (Classroom

²⁹ Tonia Grace, (2013), *The Strengths and Weaknesses of Task Based Learning (TBL) Approach*, Andhra: Andhra University, p.2765.

Action Research). The differences of this research with previous research is the subject of the research and the theory that used by the researcher.

C. Conceptual Framework

Task-Based Language Teaching (TBLT) is an effective approach to teach writing descriptive text because can make the students be active in teaching learning process, and also an effective learning. The main advantage of this approach is it gives students much freedom and natural context in which they can use the target language in class. It allows students to explore their ideas and choose their own words, and thus become active learners. It also gives teacher an opportunity to develop activities in the form of interesting task on familiar subjects.

Based on the theories and the previous relevant studies above, it can be seen that TBLT is one of activity learning that can make students be interested on teaching learning process, especially in teaching writing descriptive text.

D. Hypothesis

Based on the explanation of the theoretical and conceptual framework above, the hypothesis of this research is the students' ability at writing descriptive text can be improved by using Task-Based Language Teaching (TBLT).

CHAPTER III

METHODOLOGY OF RESEARCH

This chapter describes the methodology of research, consists of research design, the setting and object of research, subject of the research, the method of research, the procedure of research, the technique of collecting data, and the technique of analyzing data.

A. Research Design

Classroom Action Research is a systematic and self-reflective approach to collecting and analyzing information to help teachers explore issues that they face in their classroom.³⁰ Therefore the researcher conducted the research by using Classroom Action Research to understand more about teaching and learning, to develop teaching skills and knowledge and to take action to improve student learning.

B. The Subject of Research

The subject of this research was at Class VII-5 that consisted of 37 students in education year 2018/2019.

Table 3.1
Subject of Research

Class X-5	
Male	16
Female	22
Total	38

³⁰Juanita Heigham and Robert A. Croker, (2009), *Qualitative Research in Applied Linguistics*, US: Palgrave Macmillan, p. 23.

C. The Setting of Research

This research was conducted at MTs Negeri 3 Medan in academic year 2018/2019. It is located on Jl. Melati 13 Blok X Perumnas Helvetia Medan. The researcher chose this school was because this school has a lot of students' variation. This school also has a lot of prestige and researcher sure that it helped the researcher did the research in this school. This research was conducted started from March until April.

D. The Procedure of Research

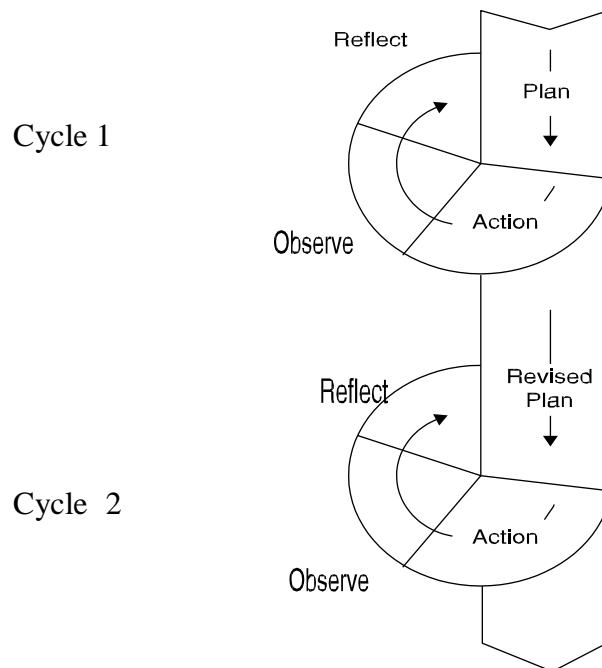
In the procedure of collecting data, the researcher conducted the pre-test. The pre-test was conducted before doing first cycle in order to get the teaching-learning situation in the class, the information of the students' knowledge and achievement at writing descriptive text. Beside that, the researcher conducted unstructured interview with English teacher to know about the problem usually faced by English teacher in classroom, and interview students also to know about their opinion at writing descriptive text. By using Action Research Model by Kemmis and McTaggart (1999)³¹, the researcher conducted this research in two cycles. There were four phases in every cycle. The researcher would do some steps in each cycle, as following:

1. Cycle I

The first cycle was conducted in three meetings. There were four components in the first cycle, they consisted of planning, acting, observing, and reflecting.

³¹ Anne Burns, (2009), *Doing Action Research in English Language Teaching*, UK: Routledge, p. 9.

Figure 3.1
Action Research Model (Kemmis and McTaggart)



a. Planning

In this step, researcher prepared everything that would be needed in teaching and learning process. Some of activities which would be done in planning are: 1) Preparing the lesson plans (RPP). Lesson plans were designed for two meetings; 2) Preparing the teaching materials for explanation about descriptive text and simple present tense; 3) Preparing the instrument for collecting data: diary note, observation sheet, interview sheet, and writing tests; 4) Preparing hand phone camera for taking pictures during conducting research; 5) Determining the collaborator who helped the researcher in conducting the research.

b. Action

In this step, the researcher as the teacher conducted everything which has been planned. In action, the researcher and students conducted the teaching

learning process and implementation of the media. In this research, the researcher conducted action in some meetings in each cycle in order to all the materials prepared was explained clearly. The researcher conducted the pre-test for students before getting treatment. The test was writing a descriptive text which describing students' favorite teacher. The students sat on each their chairs, consisting of one table for two chairs. The test was conducted in 2x30 minutes.

Implementation of measures envisaged in the following table:

Table 3.2
Learning activity

No	Teachers' Activity	Students' Activity
1.	Teacher asks students to look the vocabularies of describing people at the video.	Students watch the video.
2.	Teacher directs students to provide and ask questions about the vocabularies that they do not know the meaning.	Students ask the question, among other things, the meaning of terms that have not been understood, etc.
3.	Teacher tells to the students about the importance of descriptive text by giving the examples.	Students listen to the teachers' explanation.
4.	Teacher gives the strategy how to write descriptive text in front of the class in simple way by applying the stages of TBLT, such as asking the students to choose the theme by giving some options: describing particular person, thing, or place before doing the group of work if the task is done in the group,	<ul style="list-style-type: none"> - Students listen seriously to the teacher. - Students start to do the step of Task-Based Language Teaching (TBLT). - Students select the most interesting theme before writing. - Students become a group participant. - Students do the sequence tasks based on the determined theme. - Students discuss and interact with the

	helping the students if they cannot overcome the problem, and telling the aspects of scoring.	classmate to know the personality each other. - Students ask to the teacher if they have a problem.
5	Teacher gives conclusion of the material about descriptive text.	Students make their selves conclusion.
6	Conducting Post-test I.	Students work individually after apply TBLT and sitting like an early learning.

c. Observation

In this step, the researcher was helped by a partner to be collaborator to conduct the observation during the researcher did the action. The roles of collaborator were to see the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the students' understanding of given materials, and the media used in teaching and learning process. In this step, there would be some activities observed by the collaborator. They were: 1) Observing the teacher's steps during the teaching-learning process; 2) Observing the students' activities and participation during teaching learning process; and 3) Taking notes on the students' participation in the activities and response during the activities.

d. Reflection

The result of actions and observations were reflected by researcher. In this step, the researcher also discussed with the collaborator about what should revised or developed to the next cycle. It was very helpful for the researcher to consider which activities should be revised and should be maintained in the next cycle, so it was hoped the result in the next cycle would be better than the previous one.

2. Cycle II

The researcher continued to the cycle II in order to get better result in students' ability at writing descriptive text by using Task-Based Language Teaching. It means that the researcher arranged the planning, action and observation based on the problems of the procedure in cycle 1. This cycle was the improvement of the previous cycle after doing reflection. Similar to the previous activities, this cycle was conducted in four steps. The steps were planning, action, observation and reflection.

a. Planning

The planning at second cycle was almost the same as the first cycle. This cycle was needed to do if the last cycle the researcher found the weaknesses. Teacher conducted post-test I. Students were given a post-test I before getting treatment in cycle II. The researcher also designed the lesson plan. The researcher discussed together with the English teacher to reach the problem solving of the students.

b. Action

In this meeting, the researcher tried to give more understanding about the topic discussing. The teacher focused on the language features of descriptive text. The teaching learning approach would not be changed, still Task-Based Language Teaching (TBLT). The teacher asked the students to form the group discussion with their friend in the same chair.

c. Observation

In this step, same as the first cycle, the researcher was helped by a partner to be collaborator to conduct the observation during the researcher did the action.

The roles of collaborator were to see the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the students' understanding of given materials, and the media used in teaching and learning process. Observation was proposed to find out the information action by collaborator in the classroom during the teaching learning process.

d. Reflection

The result of actions and observations were reflected by researcher. This reflecting was focused on the students' writing skill whether that has been improved or not. In the last, the researcher gave the post test II to the students in the next meeting.

E. The Technique of Collecting Data

In this Classroom Action Research, the collecting data was conducted by using these following techniques:

1. Observation

The researcher used observation to collect the data and the description about a). the teaching and learning process of writing descriptive text by using Task-Based Language Teaching (TBLT). b). the activities of students' in teaching and learning process, and the improving in every cycle. In conducting observation, collaborator also helped researcher to make some notes on observation sheet to support the researcher's note during classroom action research.

2. Interview

Interview was used to collect data and description about impression, response, and interest of students in learning writing descriptive text by using

Task-Based Language Teaching (TBLT). Interview was also used to collect data and description about the English teacher's responses about the teaching learning process and media.

3. Test

Test was used to collect data and description about the result of students in learning and the students' scores in every cycle. The instrument that was used is writing test.

The kinds of instruments used in collecting data were:

a. The Observation Sheet

In the observation sheet, the researcher included some items that were supposed represents the situation during the accomplishment of two cycles. The observation sheet consisted of observation of teaching process and observation of students' activities. The collaborator would put a checklist in number that is to represent the point of those items, 1 for poor, 2 for fair, 3 for good, and 4 for very good. The collaborator also took notes during teaching-learning process.

b. The Interview Sheet

The researcher would do unstructured interview with the English teacher and students. The interview guidelines consisted of interview to the English teacher and students in pre-action and after conducting action.

c. The Writing Test

There were two kinds of this classroom action research test. 1) Pre-test was the test before the students getting treatments, and 2) Post-test was the test given after the students getting treatments.

The procedures of this test administration as follow: 1)Students were given the question of task; 2)Students were asked to write their name and classes; 3)Students listened the explanation from the teacher, how to do the test; 4)Students were given time to answer the test; 5)Researcher collected the test from students when time is over; 6)The last, researcher made score of the students' answers

F. The Technique of Analyzing Data

The technique and analyzing data from the result of observation, interview or test was done by using these following technique and criteria of measurement:

1. The Qualitative Data

The classroom action research analyzed the qualitative data from the result of observation and interview. To analyze the data, the researcher used Miles and Huberman technique (data reduction, data display, and conclusion drawing and verification)

For the first, the researcher selected or transformed the data that appear in field notes/ interview transcript. The researcher had been reducing the data before, during and after collecting and analyzing the data. The data reduced in this study were found in the interview transcript. It was called data reduction. Next, data display, it was organized information that permits conclusion drawing and action. By displaying the data, the researcher understood easily and analyzed what was happening with the data presented. Then, the researcher done the last step, conclusion drawing and verification. The conclusion in qualitative research was in

the form of description of the object of this study, can be an answer of the research problem.

The researcher also referred to the stages of data analysis suggested by Arikunto (2013: 173). They are as follows:

- a. The result of observation data in teaching process
The result of observation data in teaching learning process of writing descriptive text by using Task-Based Language Teaching (TBLT) was analyzed by calculating the mean, then the data categorized in 4 categories: 4= very good, 3= good, 2= fair, 1= poor. The improving of means from first cycle to second cycle then measured by using percentage (%). In conclusion, data were described by using descriptive analysis.³²
- b. The result of observation data in students' activities
The result of observation data in students' activities during teaching learning process of writing descriptive text by using Task-Based Language Teaching (TBLT) was analyzed by calculating the mean, then the data categorized in 4 categories: 4= very good, 3= good, 2= fair, 1= poor. The improving of means from first cycle to second cycle then measured by using percentage (%). In conclusion, data were described by using descriptive analysis.³³
- c. The result of interview data to students and English teacher

The data were analyzed through the following steps; (1) transcribe the data from the phone recorder; (2) classify the data; (3) verify the data and description about the English teacher's opinion about students' problems and the teaching learning process during using TBLT; and (4) conclude the data.

2. The Quantitative Data

The result of students' learning at writing descriptive text by using Task-Based Language Teaching (TBLT) was analyzed and counted the number of students who pass the learning completeness (75). The students' achievement in

³² Suharsimi Arikunto, (2013), *Prosedur Penelitian: Suatu Pendekatan Praktik*, Jakarta: Rineka Cipta, p.173.

³³ *Ibid.* p. 174.

every cycle was measured by using percentage (%).

To know the mean of the students' score of assessment given in each treatment, the researcher applied the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Where :

\bar{X} : The mean of the student

$\sum X$: The total of scores

N : the number of students.

Next, to categorize the number master students, the researcher continued it by applying the following formula:

$$P = \frac{R}{T} \times 100\%$$

Where :

P : the percentage of the students who get the point ≥ 75

R : the number of students who get the point ≥ 75

T : the total number of students who do the best

One of the best known and most widely used analytic scales in ESL was created by Jacobs *et al.* In the Jacobs *et al.* scale, scripts were rated on five aspects of writing: content, organization, vocabulary, language use, and mechanics. The five aspects were differently weight to emphasize first content (30 point), language use (25 points), organization (20 points), vocabulary (20 points) and mechanics receiving very little emphasis (5 points). This scale has been adopted by numerous college-level writing programs, and was accompanied by training

materials and sample compositions so that users could fairly quickly learn to apply the scale.

Table 3.3
Writing Score and Criteria³⁴

1. Content	
Score	Criteria
27 – 30	Very good to excellent; knowledge, substantive, through development of topic sentence, relevant to assigned topic.
22 – 26	Average to good; some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17 – 21	Fair to poor; limited knowledge of subject, little substance, inadequate development of topic
13 – 16	Very poor; does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate
2. Organization	
Score	Criteria
18 – 20	Very good to excellent; ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
14 – 17	Average to good; somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10 – 13	Fair to good; non-fluent, ideas confused or disconnected, lack logical sequencing and development.

³⁴ Sara Cushing Weigle, (2009). *Assessing Writing*. UK: Cambridge University Press. p. 116.

7 – 9	Very poor; does not communicate, no organization, or not enough to evaluate
3. Vocabulary	
Score	Criteria
18 – 20	Very good to excellent; exact word, effective words idioms choice and usage, word form mastery appropriate register
14 – 17	Average to good; adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
10 – 13	Fair to poor, limited range, frequent error of words/idiom form, choice, usages, and meaning obscured.
7 – 9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.
4. Language Use	
Score	Criteria
22 – 25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, prepositions.
18 – 21	Average to good; simple construction minor problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition, and meaning seldom obscured.
11 – 17	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, article pronoun, preposition and or fragments meaning confused or obscured.

5 – 10	Very poor; virtually no mastery of sentence construction rules, dominated by errors, does not communicate, and not enough to evaluate.
5. Mechanic Skill	
Score	Criteria
5	Very good to excellent; demonstrated mastery of convention, few errors of spelling punctuation, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, article pronoun, preposition and or fragments meaning confused or obscured.
2	Very poor; no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

G. Trustworthiness of Research

Trustworthiness is important especially in qualitative data of this classroom action research, to evaluate its worth. Lincoln & Guba (1985) in Santoso and Pirman, the aim of trustworthiness in qualitative inquiry is to support the argument that the inquiry's findings are "worth paying attention to"³⁵.

Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation. Triangulation is accomplished by asking the same research question of different study participants and by collecting

³⁵ Didik Santoso and Pirman Ginting, *Op.Cit*, p.55.

questions. (2) Member checks. Member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative of the member check process, and knowing that they will have a chance to verify their statements tends to cause the study participants to willingly fill in any gaps from earlier interviews. Trust is an important aspect of the member check process. The researcher only limits of the technique of establishing the trustworthiness on credibility through triangulation and member checks.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

This chapter describes the results of the research based on the actions that were implemented by the researcher in the class. The explanation of the result of this research is divided into two sections: research findings and discussion.

A. Research Findings

The research finding explains the process of the research in the class and what the researcher finds during implementing the cycle. It starts from the beginning to the last of the research when the researcher took data in the teaching-learning process. The findings can be explained as follow:

A.1 Finding of Before Action

The researcher conducted a pre-test. The test was given to the students before using TBLT. Before conducted the test, the researcher knew that students had got the lesson about descriptive text from their English teacher. The aim of the pre-test was to identify the students' ability at writing descriptive text. Besides that, the pre-test was aimed to know the researcher should plan an action to be implemented in the teaching and learning process. The pre-test was conducted for sixty minutes. The researcher gave a topic for the students to write the description about their idol teacher. After conducted the test, researcher interviewed some students to know their responses about the test.

Based on the result of the pre-test, most of students still had difficulties at writing descriptive text. They had low motivation to write. Some of them seemed confused on what should they write. Then, some of them were busy with their own business. The students' said that they felt difficult to write the test. From the

students' result of pre-test, the students that got success in the pre test was 7, and the students did not get success was 31. The mean of the students' score was 61.5. The percentage of the students' score was 7 students got success score was 18.4%. In the other hand, 31 students got unsucces score or it was 81.6%. The students' score of pre-test could be seen in Appendix VI.

It can be concluded that the students' writing ability in pre-test was low. The researcher concluded that the students had difficulties at writing with good organization and lack of vocabularies. Then, they still had difficulties in terms of mechanism and grammar. They should write descriptive text by using simple present tense.

The researcher conducted an interview with students to support the result of the students' problems at writing descriptive texts. From the result of unstructured interview after giving the pre-test, students said that they felt difficult at writing descriptive text because they were difficulty in develop their idea into English systematically. Then, they also did not understand about using appropriate verb at writing descriptive text.

The researcher also conducted an interview with English teacher. The researcher showed the result of students' pre-test. The teacher said that students actually had idea what they wanted to write, but they were not able to organize their thought at writing, they also did not understand about using appropriate verb, such simple present tense. Sometimes, students know what they want to write, but they confused to write their idea at English writing. It was caused students need more practice at writing descriptive text.

A.2 Finding of Cycle 1

a. Planning

In the first cycle, the researcher planned to have three meetings.. These meetings were planned to cover the materials for descriptive text of the seventh grade students and giving post test. Then, these meetings were implemented to help students understand about describing people. They would get clear explanation of what descriptive is and how to construct it in the correct pattern. In addition, these meetings made them understand how to develop their ideas at writing by using TBLT.

The researcher had prepared all of materials that were used while learning such as video and carton media of descriptive text explanation, example of descriptive text, lesson plan for two meetings, observation sheet, students test, interview sheet, and writing rubric score. In this research, the researcher took a role as a teacher, and friend of researcher became observer, the collaborator is the researcher's classmate. While the collaborator was observing, she also was taking the pictures of teaching-learning process.

b. Action

The researcher designed three meetings in the first cycle. Two meeting for giving materials by using TBLT, and one meeting for giving post test of cycle I. The detail description of each meeting is presented as follows.

1. The first meeting

The first meeting was conducted on Wednesday, March 13th 2019. The class started at 07.15 a.m. In the pre-teaching, the researcher greeted the students. The researcher also led a prayer before started lesson. Then the researcher

continued with checking the attendance list. The researcher asked the condition of students and gave motivation to the students in follow learning process. The researcher said that students' will watch the video.

The researcher asked students to look the vocabularies of describing people at the video. The researcher directed students to provide and ask questions about the vocabularies that they did not know the meaning. With the guidance and direction of the researcher, students asked the question, among other things, the meaning of terms that have not been understood, etc.

The researcher explained about how to write descriptive text in front of the class in simple way by applying the stages of TBLT. The researcher explained to students about the usage of TBLT, and explained how to write easily. The researcher asked the students whether they wanted to give a question relate to the explanation or not. There was no question from the students. Then, the researcher asked the students to become a group participant. There were five groups in the classroom.

The researcher continued to ask them to write the description about one of their classmate. They had to cooperate with their group at writing descriptive text. Some of group participant wrote their tasks directly, but the others had to think in long time to start writing. While they were writing, researcher moved among them, gave assistance and guidance as required. Most of them did not bring dictionary. Students always asked researcher to translate the words.

After time was over, researcher asked every group to collect their tasks to see their writing. Most of the groups did the researcher's instruction well, they wrote with good content. Most of groups also used correct verb in their writing.

But some of groups still did not know how to write with good organization and using simple present tense. The researcher asked students about what the students had not understood yet. Then the researcher asked them to bring dictionary. Finally, the researcher ended the activities.

2. The Second Meeting

The second meeting was conducted on Thursday, March 14th 2017. The class started at 07.15 a.m. In the pre-teaching, the researcher greeted the students. The researcher led a prayer before started lesson. Then the researcher continued with checking the attendance list by asking to the students. The researcher asked the condition of students and gave motivation to the students in follow learning process.

The researcher explained about descriptive text, the generic structure and language feature of descriptive text by using carton media that attach on the whiteboard. The researcher distributed the copies of descriptive text example and asked the students to read the example. The students analyzed the generic structure and the language feature of the descriptive text. The researcher reviewed how to write descriptive text by using TBLT. The students showed their good behavior and felt enthusiastic for writing. After that, the researcher asked the students whether they wanted to give a question relate to the explanation or not.

The researcher asked students to write the descriptive text by using TBLT. Students selected the most interesting theme before writing. Students did the tasks based on the determined theme to write a descriptive text based on the instruction. Each student had to discuss and interact in their friend. Students discuss the result of their writing and give feedback (suggestion or criticism) to their friend.

In the post teaching, the researcher asked students to collect their writing. In this meeting, the students looked more confident at writing than the first meeting. But they still really need dictionary, even for the basic words. The researcher checked one example of student's writing and explained to the students about the result of their friend's writing whether the writing has been good or not. Finally, the researcher ended the lesson and told to the students that in the next meeting they would do test about writing the descriptive text.

3. The Third Meeting

The third meeting was conducted on Wednesday, March 27th 2019. The class started at 07.15 a.m. In the first step, the researcher greeted the students. Next, the researcher led a prayer before started lesson. Then the researcher continued with checking the attendance list by asking to the students. The researcher asked the condition of students and gave motivation to the students in following test. In the third meeting, the researcher gave post-test I. By using the same test with the pre-test, researcher also explained the instruction of the test. The students did the post test more serious than pre-test. The researcher gave one hour to do the test. In this meeting, the researcher reviewed the previous lesson before conducted the test. While doing test, the researcher moved around to supervise the students.

c. Observation

In observation, the researcher was helped by collaborator to observed while teaching-learning process. The collaborator observed the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the students' understanding of given materials, and TBLT used in teaching

and learning process for two meetings. The teaching-learning process also was recorded also by using diary note.

In the result of observation, the response of students showed that they were enthusiastic in following the lesson conducted by researcher. The students were happy when the researcher gave the motivation to the students and came to teach them.

In the first meeting, the researcher explained about describing people while the students watched the video, and the students paid attention well, but some of them still seemed not understand. The researcher also translated the meaning of the vocabularies from the video. The students' became a group and looked more enthusiastic. They felt difficult to translate their idea into English. Most of students asked researcher about the meaning of the words.

In the second meeting, researcher explained more about descriptive text, generic structure, and language features. Researcher asked a student to come in front to read the meaning of descriptive text and the generic structure of descriptive text. Other students gave applause to their friend. Most of students had understood about the descriptive text, generic structure and simple present tense. Students began to use present tense and checked the meaning from their dictionary. The class was quite, but some of male students looked busy with their own businesses.

After conducting the two meeting in the first cycle, the researcher gave the test to know the students' ability at writing descriptive text in the first cycle. In the first cycle, the students that got success the tests were 20, and the students did not get success were 18. Total score of the students was 2927 and the number of

students who took the test was 38, so the mean of the students was 77.02. The percentage of the students' score was 20 students got success or it was 52.6%. In the other hand, 18 students got unsucces score or it was 47.4%.

d. Reflection

The researcher evaluated the teaching learning process in the end of the meeting in cycle 1. The researcher asked the students how the students felt when learning writing by using Task-Based Language Teaching (TBLT), the students' difficulties and got some problems while learning process. Through the reflection, the reseacher knew the problems and the result of the students when did test.

Based on the result of students in the test of post test, the students' achievement at writing descriptive text by using TBLT was improved. It showed that the mean score of students 77.02, or the percentage of students' score was 52.6%. The result of pre test was 18.4%. It meant that there was improvement in the result of post test I. The improvement of the result was 34.2%. The students' score of post-test I could be seen in Appendix VII. From the table of post-test in the first cycle, the students that got success the test was 20, and the students did not get succes was 18. Total score of the students was 2927 and the number of students who took the test was 38, so the mean was 77.02.

Although the students' achievement improved, the situation of teaching learning process was still not maximal result. It was caused there were indicators that had not hoped of the researcher, such as the students' mean score had not passed minimum mastery criterion (75), and some of students still did not understand about writing descriptive text with good organization, appropriate vocabularies and using correct simple present tense. Furthermore, the researcher

would do the re-planning and re-action to improve the students' ability and activities at writing descriptive text by using TBLT. The researcher had to increase the students' understanding about the generic structure of descriptive text, using appropriate vocabularies and simple present tense in the second cycle. The researcher wanted to continue in cycle two in hoping it could be better than before.

A.3 Finding of Cycle 2

a. Planning

In second cycle, the researcher planned to have two meetings. These meetings were planned to improve the students' achievement at writing descriptive text based on and result of the first cycle by improving the materials of descriptive texts. Based on the reflection in the first meeting, the researcher found that there were a few of problems and they should be solved. The researcher had to increase the students' understanding about the generic structure of descriptive text, using appropriate vocabularies and simple present tense in the second cycle.

The researcher had prepared all of materials that was used while learning, prepared material that was used for writing, lesson plans with different example of texts, observation sheet, students test, interview sheet and writing rubric score. In this research, the researcher took a role as a teacher, and friend of researcher became observer, the same collaborator with cycle 1. While the collaborator was observing, she also was taking the pictures of teaching-learning process.

b. Action

The researcher implemented the action in two meetings. One meeting is for giving materials by using TBLT, and one meeting is for giving post test of cycle II. The detail description of each meeting is presented as follows.

1. The first meeting

The first meeting was conducted on Thursday, March 28th 2019. The class started at 07.15 a.m. In the first step, the researcher greeted the students. The researcher also led a prayer before started lesson. Then the researcher continued with checking the attendance list by asking to the students. The researcher asked the condition of students. The researcher motivated the students by saying that their writing getting better and they had ability at writing. The researcher said to the students if they practice writing English text in daily activities, they would be a good writer and could increase their skill in English.

The students paid attention to researcher carefully. The researcher explained more about the definition of descriptive text, the generic structure and the language feature of descriptive text by using carton media that attached on whiteboard. The researcher asked one student to come in front of the class to read definition and generic structure of descriptive text. Then, researcher asked another student to come in front to read the language features of descriptive text. The researcher asked the students to look the example of descriptive text in their textbook. The researcher asked another student to read the example in front of class. Then, researcher asked the students to analyze the generic structure and the language feature of the example text.

After that, the researcher asked the students whether they wanted to give a question relate to the explanation or not. The researcher asked students to open their textbook. The researcher asked students to do a task relate to the descriptive text. Next, the researcher asked students to analyze the present verb of the example in their textbook. While the researcher was teaching, the English teacher looked the activities from out of the classroom. After students finished did the task, the researcher asked students to open their last writing. The researcher asked the students to analyze their example of descriptive text from their work. The researcher discussed with students about the correct generic structure of the example. They corrected the wrong present verb. Then, researcher asked students about what students had not understood yet.

In the last time of the meeting, researcher collected their work and checked the result of students' writing. Most of the students did the researcher's instruction well, and they had known how to write with good organization and using correct present tense. Finally, the researcher closed the lesson

2. The Second Meeting

The second meeting was conducted on Thursday, April 04th 2019. The class started at 07.15 a.m. In the first step, the researcher greeted the students. The researcher also led a prayer before started lesson. Then the researcher continued with checking the attendance list by asking to the students. The researcher asked the condition of students and gave motivation to the students in following test.

The researcher gave post-test II. The researcher also explained the instruction of the test. The students did the post test II more serious than the other tests previously. The researcher gave one hour to do the test.

3. Observation

In observation, the researcher was helped by collaborator to observed while teaching-learning process. The collaborator observed the conditions of teaching and learning in the classroom, the students' involvement during the lesson, the students' understanding of given materials, and the media used in teaching and learning process. The teaching-learning process also was recorded also by using diary note.

In the result of observation, the collaborator observed that students were still enthusiastic in following lesson on the first meeting of cycle 2. When the researcher gave the question related to the descriptive text, the students answered the researcher's question. The students showed that they have understood about descriptive text. When students began to write descriptive text, most of them did not feel difficult in translate their idea into English. Most of students had willingness use dictionary to translate the meaning of the words if they wanted to translate new words. Most of the students knew present verbs in their writing without asking the researcher. The students were more confident at writing descriptive text.

4. Reflection

The researcher evaluated the teaching learning process in the end of the meeting in cycle 2. The researcher asked the students how the students felt when learning writing by using TBLT, and the students' difficulties and got some problems while learning process. Through the reflection, the reseacher knew the problems and the result of the students when did test. In cycle 2, the problems about the students' understanding about the generic structure of descriptive text,

using appropriate vocabularies and simple present tense had been solved. The researcher also had explained more about language features of descriptive text, so they knew their mistakes clearly. Most of them had understood the concept of writing descriptive text. They also knew some new vocabularies used in descriptive text. Some of students made their own written descriptive text at home and showed to the researcher. It meant that they liked the strategy and would like to use it to increase their writing in English. The students' score of post-test II in the second cycle can be seen in Appendix VIII.

From the data of post-test in the second cycle, the students that got success the test were 28, and the students did not get success were 10. The total score of the students was 3119 and the number of students who took the test was 38. It could be seen of the mean score of the students was 82.07. It means that the score was categorized success. The percentage of students' score can be seen from Appendix IX.

The percentage of the students' score was 28 students got success or it was 73.7%. In the other hand, 10 students got unsuccessful score or it was 26.3%. It can be concluded that the students' achievement in post-test in the second cycle was categorized success and improved. Based on the interview done in the last meeting, the students said that learning writing descriptive text by using TBLT was very excited. They felt more confident to write in English. The students also said that by using TBLT, they could develop their own experience at writing. Although not all students, but the average score of students' achievement at writing descriptive text improved.

In addition, the students also said that learning individually more effective than in group. In addition, the researcher also conducted the interview to the teacher. The teacher said that using TBLT to improve their ability at writing descriptive text was very appropriate strategy. The teacher also motivated to do this strategy to support teaching learning process. Therefore, the students attract to develop their thought at writing more and more.

The instruments of qualitative data were interview sheet, observation sheet, and writing test. These following are the explanation of them:

A.4 Report of Interview Sheet

The interview was done before conducting the first cycle, and after conducting the first cycle and second cycle. Before conducting the research, researcher interviewed the English teacher to emphasize about the problems faced at writing, especially at writing descriptive text. The English teacher said that the students still confused start to write. They need much time to start writing. If they had idea, they were not able to organize or develop it into paragraph. Then in the first interview with students before classroom action research, the students said that they felt difficult to do the pre-test, they did not know how to make good organization at writing and using simple present tense. They also said that writing was difficult, they need more practice.

After conducted the classroom action research, the researcher also conducted the interview with teacher and students. The English teacher said that TBLT was more effective and appropriate strategy to teach writing descriptive text. The English teacher also said that students' motivation was attract and they became diligent to practice by using TBLT. Accordance with the result of

interview with students', they said that their writing skill were improved. Then they were pleasure because they could write a text confidently, and they felt enjoy while learning writing by using TBLT.

A.5 Report of Observation Sheet

In the observation sheet, the researcher included some items that are supposed to represent the situation during the accomplishment of the two cycles of this research. The researcher put a checklist in the number that is to represent the point of those items. They are 1 for poor, 2 for fair, 3 for good, and 4 for very good. Furthermore, the collaborator had to check every item and put checklist based on the category. The collaborator also could give a note for every item that aimed to give suggestion to the researcher.

From the result of observation sheet, the researcher and collaborator noted that the condition of accomplishment was getting better in every meeting. It was showed that the percentage in every observation was getting higher.

The result of observation of teaching process can be seen in Appendix X. The result of observation in teaching process was 50%, it showed that in the first meeting of cycle 1 the class still did not manage well because limited time, the situation of the class also quite noise, but after researcher gave media, the class was in controlled. The researcher was able to attract students' attention by using media (cartoon and video). In this meeting, the researcher had to explain more about descriptive text and simple present tense in the second meeting. In the second meeting, the percentage was 70.83%. The researcher attracted students to be more active, the situation of class was quite and in control. The collaborator noted that researcher had to continue the cycle and explain more about using

TBLT and how to organize the text. In the cycle 2, the problems were solved. The percentage improved from in cycle 2, the first meeting was 81.25%. The situation of class was quite and students also show their understanding about materials.

The result of observation of students' activities can also be seen in Appendix X. In the first meeting of cycle 1, the percentage was 52.5%, the students were not active. Some of students were busy with their business. The students did not ask question when they did not understand about the materials. In the second meeting of cycle 1, the students' activity was better. The percentage improved to 75%. Students were active at writing descriptive text. Some of them could write with good organization, but were not able to use simple present tense. In the first meeting of cycle 2, the percentage was 85%, students were in control, they show their good response in teaching-learning process. The situation of the class was quite enough. The students were more active. They were able to answer the researcher's question in English. The result of students' activities was improved every meeting. Furthermore, the researcher decided to stop the cycle.

A.6 Report of Writing Tests

The whole result of students' scores could be seen in Appendix XI. It was found that the students' score in pre-test was 2337, and the students' mean was 61.5, the students' score in post-test I was 2927 with the students' mean was 77.02 and the students' score in post-test II was 3119 with the students' mean was 82.07.

Furthermore, the researcher stopped in this cycle because the classical absorption standard has been reached. Based on the students' response above, the researcher got the point that the students' response while learning teaching

process in the second cycle was kept improving. In conclusion, the researcher stated to leave off in this cycle.

B. Discussions

In this section, the researcher provided the results of the research in the first and second cycle. The results of the research were used to prove the improvement of students' ability at writing descriptive text by using Task-Based Teaching Language (TBLT) in teaching and learning process. Before conducting a research, the researcher conducted a pre-test and interview to know the students' score and problems at writing descriptive text before conducted action.

The researcher decided to conduct three meetings in the first cycle. The results of the first cycle showed the students' understanding of descriptive text. The students' made mistake at writing descriptive text, especially in using simple present tense. Beside the students' motivations were very good because they were happy in describing people in English. They seemed enthusiastic to construct a descriptive text based on their own idea. In addition, the researcher gave a post test, from the result of students' score in cycle 1, the students' score in post-test I was 2927 with the students' mean was 77.02, and the percentage of the students' score in post-test of the first cycle who got point up 70 there were still was 20 of 38 students, it was 52.6%. From the results of research in the first cycle, the researcher conducted the second cycle.

In the second cycle, the researcher conducted two meeting. In this cycle, the students' improvement increased. They could construct a text in a good chronological order based on generic structure of descriptive text. Beside that, the students' attitudes and responses in the teaching and learning process improved.

Using TBLT at writing could attract their attention since the first meeting until last meeting. They seemed very enthusiastic to write, because they told their own theme and felt freedom to write. They asked the researcher when they found some difficulties at writing a descriptive text. In addition, the researcher also gave a post-test in the cycle 2, from the result of students' score in post-test II was 3119 with the students' mean was 82.07 and the percentage of post-test in the second cycle who got point up 70 there were 28 of 38 students, it was 73.6%.

From the explanation above, it can be concluded that the use of Task-Based Language Teaching (TBLT) improved the students' ability at writing descriptive text. It helped students to make writing as their own ideas and they feel freedom of putting their idea or stories. In addition, the students' motivation and attention in teaching and learning process improved.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

A. Conclusions

From the research findings and discussions in the previous chapter. The conclusions are presented as follows:

1. The first conclusion is that using Task-Based Language Teaching (TBLT) can be used to improve the students' ability at writing description text. The students' writing ability increased. The improvement could be seen through some points. The first point is the improvement of their ability in developing ideas. The second point is that the students' improvement can be clearly seen from the mean score of pre-test, post test 1 and post test 2. It was showed from the mean of pre-test was 61.5, post-test in the first cycle was 77.02 and post-test in the second cycle was 82.07. There was improvement in every cycle.

2. The second conclusion is that the implementation of Task-Based Language Teaching (TBLT) can improve the students' ability at writing descriptive text. The students' attitude toward writing is positive. It is indicated their activeness in the class. They also enthusiastically write what the researcher asks to write. They are not afraid anymore of making mistakes because they know that their teacher will give feedback to them and they will be given a chance to correct their mistakes. They also felt enjoy during writing from their own ideas. The result of observation was improved in every meeting. The result of interview also showed that using Task-Based Language Teaching (TBLT) can improve the students' ability at writing descriptive text.

Based on the finding, the hypothesis stating that the students' ability at writing descriptive text can be improved by using Task-Based Language Teaching (TBLT). After observing the students' activities and the students' response while learning teaching process and analyzing the students' score in every test, the researcher concluded that the using of TBLT at writing descriptive text was effective and efficient to improve the students' ability at writing descriptive text. The researcher can imply that using TBLT can be as a way to improve students' ability at writing descriptive text.

B. Suggestions

This study showed that using Task-Based Language Teaching (TBLT) could improve students' ability at writing descriptive text. In relation above, some points are suggested as follows:

1. To the principle of MTs Negeri 3 Medan, it is good to motivate the teachers, especially the English teachers to teach the students by using TBLT, because this strategy is effectively can increase the students' ability at writing descriptive text.
2. To the English teachers, it is good for the English teachers to use TBLT to make writing learning process more interesting and enjoyable particularly at writing descriptive text.
3. To other researchers, it is necessary to conduct a further research, in order to validate the result of this study.

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APPENDIX I

CYCLE I

LESSON PLAN

School : MTs Negeri 3 Medan
Subject : English
Class/ Semester : VII/ II
Time allocation : 4 x 40 minutes
Skill : Writing

A. CORE COMPETENCY

- K1 Respecting and appreciating the teachings of religion.
- K2 Respecting and appreciating the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and its existence.
- K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.
- K4 Trying, processing, and presenting in a concrete realm (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same angle viewpoint/ theory.

B. BASIC COMPETENCY

3.10 Understanding social functions, text structure, and language elements of descriptive text by stating and asking about descriptions of people, animals, and objects, short and simple, according to the context of their use.

4.13 Compose oral and written descriptive texts, very short and simple, short and simple, about descriptions of people, animals, and objects, taking into account social functions, text structures, and language elements that are correct and in accordance with the context.

C. INDICATORS

- 3.10.1 Understanding and analyzing the social function used in descriptive text
- 3.10.2 Understanding and analyzing the generic structure used in descriptive text
- 3.10.3 Understanding and analyzing the language features used in descriptive text
- 4.13.1 Writing descriptive text in simple form.

D. LEARNING OBJECTIVES

- Students are able to understand the social function of descriptive text
- Students are able to understand the language feature of descriptive text
- Students are able to understand the generic structure of descriptive text
- Students are able to write a descriptive text in simple form.

E. LEARNING MATERIALS

Descriptive text is a text that describes noun (people, animals, things)

Social Function : Describes, promotes, identifies, praises, criticizes, etc.

Text Structure :

No.	Textual Elements	Functions
1)	Identification	An introduction to the subject of the description.
2)	Description	To describe the characteristic features of the subject.

Example of Descriptive Text

No.	Textual Elements	Example
1)	Identification	I have only one brother, his name is Budi.
2)	Description	My brother is very smart . He is also a good football player. He is generous . He is funny , too. I love him very much. But I don't like some things about him. His room is always messy. He puts his things everywhere. Sometimes he is smelly because he is sweaty but he doesn't take a bath straight away. He drinks too much soft drink. He does not like fresh water. I'm often worried about his health.

Language Features :

- The use of simple present tense.

- The use of verb to be (is, are), have and linking verb such as seems, looks, sounds, and like, etc.
- The use of adjective to describe or illustrate the condition of topic/ theme described.
- Pronouns I, you, we, my, your, our, her, their, his, etc.

Topic :

Describing someone who give an example of disciplined, confident, responsible, love and cooperation behavior.

F. LEARNING METHODS

Task-Based Language Teaching Approach

G. LEARNING MEDIA, TOOLS AND SOURCES

1) Media

- Video about vocabularies of describing people
- Carton Paper about Descriptive Text explanation

2) Tools

- Television
- Spidol
- White board

3) Lesson Sources

- English relevant text book (*When English Rings a Bell*, publisher: Kementerian Pendidikan dan Kebudayaan)
- English relevant text book (*Bright An English*, publisher: Erlangga)
- Dictionary

H. LEARNING ACTIVITIES

The First Meeting

Phase	Teaching Learning Activities (Researcher as the teacher)	Time
Pre-Teaching Activities	<ul style="list-style-type: none"> • Greetings • Performing a prayer before starting the lesson • Checking the attendance list of students • Providing motivation and apperception • Delivering the material to be 	10 mins

	<p>discussed</p> <ul style="list-style-type: none"> Delivering the objectives of today's meeting learning 	
While Teaching Activities	<p>Observing</p> <ul style="list-style-type: none"> The teacher asks students to look the vocabularies of describing people at the video <p>Questioning</p> <ul style="list-style-type: none"> The teacher directs students to provide and ask questions about the vocabularies that they do not know the meaning. With the guidance and direction of the teacher, students ask the question, among other things, the meaning of terms that have not been understood, etc. <p>Experimenting</p> <ul style="list-style-type: none"> Teacher gives the model how to write descriptive text in front of the class in simple way with applying the stages of TBLT. <p>Associating</p> <ul style="list-style-type: none"> Students become a group participant. Students select the most interesting theme before writing. Students do the tasks based on the determined theme to write a descriptive text based on the teacher's instruction. Each groups have to discuss and interact in their group. Some groups have to present their work. <p>Communicating</p> <ul style="list-style-type: none"> Each group collects their work (descriptive text writing) 	60 mins
Post Teaching Activities	<ul style="list-style-type: none"> Reflecting on what has been learned in this meeting Summarizing learning outcomes today Delivering plans for learning activities for the next meeting. 	10 mins

The Second Meeting

Phase	Teaching Learning Activities (Researcher as the teacher)	Time
Pre-Teaching Activities	<ul style="list-style-type: none"> • Greetings • Performing a prayer before starting the lesson • Checking the attendance list of students • Providing motivation and apperception • Delivering the material to be discussed • Delivering the objectives of today's meeting learning 	10 mins
While Teaching Activities	<p>Observing</p> <ul style="list-style-type: none"> ▪ The teacher explains about descriptive text, the generic structure and language feature of descriptive text by using carton media that attach on the whiteboard. <p>Questioning</p> <ul style="list-style-type: none"> ▪ The teacher distributes the copies of descriptive text example and asks the students to read the example. ▪ The students analyzed the generic structure and the language feature of the descriptive text. ▪ With the guidance and direction of the teacher, students ask the question, the meaning of terms that have not been understood, etc. <p>Experimenting</p> <p>Teacher gives the way how to analyze the language features in the descriptive text in front of the class.</p> <p>Associating</p> <ul style="list-style-type: none"> - Students select the most interesting theme before writing. - Students do the tasks based on the determined theme to write a descriptive text based on the teacher's instruction. - Each student have to discuss and interact in their friend. <p>Communicating</p> <ul style="list-style-type: none"> • Students discuss the result of their writing and give feedback 	60 mins

	(suggestion or criticism) to their friend.	
Post Teaching Activities	<ul style="list-style-type: none"> • Reflections on what has been learned in this meeting • Summarize learning outcomes today • Delivering plans for learning activities for the next meeting 	10 mins

I. ASSESMENT

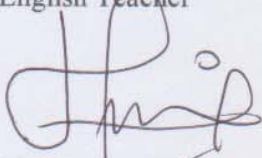
1. Write a short descriptive text about your classmate!

1. Content	
Score	Criteria
27 – 30	Very good to excellent; knowledge, substantive, through development of topic sentence, relevant to assigned topic.
22 – 26	Average to good; some knowledge of subject, adequate range, limited, development of topic sentence, mostly relevant to topic, but lack detail.
17 – 21	Fair to poor; limited knowledge of subject, little substance, inadequate development of topic
13 – 16	Very poor; does not show the knowledge of subject, not substantive, not pertinent, or not enough to evaluate
2. Organization	
Score	Criteria
18 – 20	Very good to excellent; ideas clearly stated/supported, cohesive, time, sequence, spatial, particular to general to particular.
14 – 17	Average to good; somewhat copy, loosely organized but main ideas stand out, limited support, logical sequencing and development.
10 – 13	Fair to good; non-fluent, ideas confused or disconnected, lack logical sequencing and development.
7 – 9	Very poor; does not communicate, no organization, or not enough to evaluate
3. Vocabulary	
Score	Criteria
18 – 20	Very good to excellent; exact word, effective words idioms choice and usage, word form mastery appropriate register
14 – 17	Average to good; adequate range, occasional errors of words/idioms for, choices, usages, but meaning not obscured.
10 – 13	Fair to poor, limited range, frequent error of words/idiom form, choice, usages, and meaning obscured.

7 – 9	Very poor; essentially translation, little knowledge of English vocabulary, idioms and words forms, not enough to evaluate.
4. Language Use	
Score	Criteria
22 – 25	Very good to excellent; effective complex, construction few errors of agreement tense, number, word order/function, articles, pronouns, prepositions.
18 – 21	Average to good; simple construction minor problems in complex instruction several errors of agreement, tense, number of words order/function, articles, pronoun preposition, and meaning seldom obscured.
11 – 17	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, article pronoun, preposition and or fragments meaning confused or obscured.
5 – 10	Very poor; virtually no mastery of sentence construction rules, dominated by errors, does not communicate, and not enough to evaluate.
5. Mechanic Skill	
Score	Criteria
5	Very good to excellent; demonstrated mastery of convention, few errors of spelling punctuation, few errors of spelling punctuation, capitalization, writing sentences.
4	Average to good; occasional errors of spelling punctuation, capitalization, writing sentences, but meaning not obscured.
3	Fair to good; major problem in simple complex construction frequent errors of negotiation, agreement, tense, number, and word order/function, article pronoun, preposition and or fragments meaning confused or obscured.
2	Very poor; no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

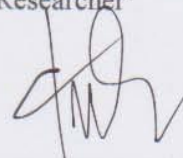
Medan,

Be cognizant of
English Teacher



Mei Eviany Nasution, S.Ag.
NIP. 197205221997032001

Researcher



Indah Dwi Lestari
NIM. 34151010

Principal



Dra. Hj. N. Cici Mahruliana, M.Si.
NIP. 196407101997032001

APPENDIX II

CYCLE II

LESSON PLAN

School : MTs Negeri 3 Medan

Subject : English

Class/ Semester : VII/ II

Time allocation : 2 x 40 minutes

Skill : Writing

A. CORE COMPETENCY

- K1 Respecting and appreciating the teachings of religion.
- K2 Respecting and appreciating the honest behavior, discipline, responsibility, caring (tolerance, mutual cooperation), courtesy, confidence, in interacting effectively with the social and natural environment within the range of relationships and its existence.
- K3 Understanding knowledge (factual, conceptual, and procedural) is based on his/her curiosity about science, technology, art, culture related to phenomena and events that appear to the eye.
- K4 Trying, processing, and presenting in a concrete realm (using, parsing, stringing, modifying, and making) and abstract domains (writing, reading, counting, drawing, and making) in accordance with what is learned in school and other sources in the same angle viewpoint/ theory.

B. BASIC COMPETENCY

- 3.10 Understanding social functions, text structure, and language elements of descriptive text by stating and asking about descriptions of people, animals, and objects, short and simple, according to the context of their use.
- 4.13 Composing oral and written descriptive texts, very short and simple, short and simple, about descriptions of people, animals, and objects, taking into account social functions, text structures, and language elements that are correct and in accordance with the context.

C. INDICATORS

- 3.10.1 Understanding and analyzing the social function used in descriptive text
- 3.10.2 Understanding and analyzing the generic structure used in descriptive text
- 3.10.3 Understanding and analyzing the language features used in descriptive text
- 4.13.2 Writing descriptive text in simple form.

D. LEARNING OBJECTIVES

- Students are able to understand the social function of descriptive text
- Students are able to understand the language feature of descriptive text
- Students are able to understand the generic structure of descriptive text
- Students are able to write a descriptive text in simple form.

E. LEARNING MATERIALS

Descriptive text is a text that describes noun (people, animals, things)

Social Function : Describes, promotes, identifies, praises, criticizes, etc.

Text Structure :

No.	Textual Elements	Functions
1)	Identification	An introduction to the subject of the description.
2)	Description	To describe the characteristic features of the subject.

Language Features :

- The use of present tense.
- The use of verb to be (is, are), have and linking verb such as seems, looks, sounds, and like, etc.
- The use of adjective to describe or illustrate the condition of topic/ theme described.
- Pronouns I, you, we, she, it, her, their, his, etc.

Adverb of time : today, at present, at the moment, now

Topic : Describing animals or things to show our pride of them.

F. LEARNING METHODS : *Task-Based Language Teaching* Approach

G. LEARNING MEDIA, TOOLS AND SOURCES

1) **Media** : Carton Paper about Descriptive Text explanation

2) **Tools** : Spidol, White board

3) **Lesson Sources**

- English relevant text book (*When English Rings a Bell*, publisher: Kementerian Pendidikan dan Kebudayaan)
- English relevant text book (*Bright An English*, publisher: Erlangga)
- Dictionary

H. LEARNING ACTIVITIES

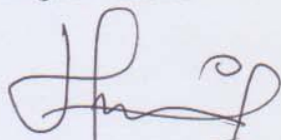
-Post Test I

Teacher conducts post-test I. Students are given a post-test II before getting treatment in cycle II. The test is writing a descriptive text describing students' favorite teacher. The students sit on each their chairs, consisting of one table for two chairs.

Time	Phase	Teaching Learning Activities (Researcher as the teacher)
10 minutes	Pre-Teaching	<ul style="list-style-type: none"> • Teacher greets and asks students condition. • Teacher leads students to say prayer • Teacher checks the students attendances • Teacher motivates students
60 Minutes	While Teaching Activities	<p>Observing</p> <ul style="list-style-type: none"> • Teacher reviews the explanation about descriptive text in the cartoon. <p>Questioning</p> <ul style="list-style-type: none"> • Teacher asks the students about what the students have not understood yet. • With the guidance and direction of the teacher, students ask the question, among other things, the meaning of terms that have not been understood, etc. <p>Experimenting</p> <ul style="list-style-type: none"> • Teacher checks students' understanding about descriptive text. • Teacher asks students to open their textbook. • Teacher asks students to look the example of descriptive text in their textbook • Teacher asks students to look the explanation of simple present tense in their textbook. <p>Associating</p> <ul style="list-style-type: none"> • Teacher asks student to read her or his writing. • Teacher asks the students to analyze their example of descriptive text from their work. • Teacher discusses with students about the correct generic structure of the example. • Teacher asks students to analyze the present verb of the example in their textbook.

		<ul style="list-style-type: none"> Teacher asks them to give feedback to their friend in one table. <p>Communicating</p> <ul style="list-style-type: none"> Teacher checks an example of a students' descriptive text. Teacher discusses again with students about using present tense in descriptive text. Teacher discusses again with students about
10 Minutes	Post Teaching Activities	<p>writing a good descriptive text.</p> <ul style="list-style-type: none"> Teacher summarizes the material Teacher asks students to memorize the formulation of simple present tense at home. Teacher asks students to collect their homework. Teacher ends the activities.

Be cognizant of
English Teacher



Mei Evianv Nasution, S.Ag.
NIP. 197205221997032001

Medan,
Researcher



Indah Dwi Lestari
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Principal



Dra. Hj. N. Cici Mahruliana, M.Si.
NIP. 196407101997032001

APPENDIX III

TEST SHEET I

PRE-TEST

Write down a short descriptive text about your idol teacher!

APPENDIX IV

TEST SHEET II POST TEST OF CYCLE I

Write down a short descriptive text about your idol teacher!

APPENDIX V

TEST SHEET III POST TEST OF CYCLE II

Write down a short descriptive text about your school, MTs N 3 Medan!

APPENDIX VI

The Students' Score of Pre-Test

No.	Nama	C	O	V	L U	M	Total Score
1	Ade Fikri	13	7	10	5	2	37
2	Ahmad Fadil	20	13	13	10	2	58
3	Ayu Syahfitri	20	19	12	11	3	65
4	Anggun Anggreini Yusuf	24	16	13	13	4	70
5	Aprila Pratama	19	14	7	5	3	48
6	Bunga Ardina Khairunnisa	15	7	7	5	2	36
7	Chantika Putri	13	7	7	5	3	34
8	Damia Hadifa	24	20	15	18	4	81*
9	Dinda Khalisa	25	15	10	15	4	69
10	Erika Silfani	20	16	18	13	4	71
11	Fardan Muhammad Fiksa	28	18	10	7	4	67
12	Fauzana Sabrina	24	15	15	12	2	68
13	Ghefira Syifa Salsabillah	20	16	18	13	5	72
14	Hafidz Maulana Nasution	13	9	7	5	2	36
15	Hafiz Surya Hadiana	19	7	7	5	2	41
16	Haykal Ramadhan	20	15	10	10	4	59
17	Leyla Najwa Nasution	26	18	15	18	5	82*
18	M. Imam Syafi'i	13	7	7	7	3	37
19	M. Iksan Tarigan	13	9	7	5	2	36
20	M. Hazmi Al Irfan	16	14	13	18	5	66
21	M. Ihsan Abdurrazaq	16	14	14	15	4	63
22	M. Jihad Syahid	20	18	10	9	5	62
23	Mutia Rizqi Hafizah Munthe	28	20	18	10	3	79*
24	Nadiya Atthailah	25	16	15	18	5	79*
25	Najla Syakirah Putri	17	15	15	22	4	73
26	Nazara Azwa Balqis	15	13	15	15	3	61
27	Nazwa Indira Purnama	18	20	15	17	4	74
28	Nazwa Syahilah	15	15	13	18	4	65
29	Ok M. Shaladdin Al Kautsar	25	17	15	17	4	78*
30	Pingkan Maharani	20	15	17	17	4	73
31	Reyhan Akbar Lbs	16	17	14	16	4	67
32	Reza Febrian	20	9	7	5	2	43
33	Syifa Annisa Nst	23	16	15	18	5	77*
34	Septania Ramadhani	16	17	18	11	4	66
35	Wadana Ramadhani	23	15	17	18	5	78*

36	Zaki Fikli Fahreza	20	9	7	5	2	43
37	Zaky Faisal Yakobi	19	9	7	5	2	42
38	Haura Wafira Hasibuan	26	15	18	18	4	81*
	Total Score	$\sum X = 2337$					
	Mean	$\bar{X} = 61.5$					

**Student who passed the Minimum Mastery criterion*

APPENDIX VII

The Students' Score in Post Test 1

No.	Nama	C	O	V	L U	M	Total Score
1	Ade Fikri	25	15	12	12	4	68
2	Ahmad Fadil	25	16	16	12	2	70
3	Ayu Syahfitri	26	18	18	25	4	91*
4	Anggun Anggreini Yusuf	30	18	15	13	4	80*
5	Aprila Pratama	22	15	13	13	3	66
6	Bunga Ardina Khairunnisa	14	8	10	10	3	45
7	Chantika Putri	16	9	15	10	3	53
8	Damia Hadifa	26	20	18	21	5	90*
9	Dinda Khalisa	28	20	20	23	5	96*
10	Erika Silfani	20	17	18	18	5	78*
11	Fardan Muhammad Fiksa	28	18	18	24	4	92*
12	Fauzana Sabrina	28	17	18	18	4	85*
13	Ghefira Syifa Salsabillah	20	18	17	16	5	76*
14	Hafidz Maulana Nasution	15	17	11	10	2	55
15	Hafiz Surya Hadiana	24	14	14	12	2	66
16	Haykal Ramadhan	20	13	15	13	2	63
17	Leyla Najwa Nasution	30	18	20	25	5	98*
18	M. Imam Syafi'i	28	17	15	23	4	87*
19	M. Iksan Tarigan	19	13	14	13	2	61
20	M. Hazmi Al Irfan	16	15	15	18	5	69
21	M. Ihsan Abdurrazaq	18	15	14	15	5	67
22	M. Jihad Syahid	18	18	17	15	5	73
23	Mutia Rizqi Hafizah Munthe	30	20	20	25	5	100*
24	Nadiya Atthailah	30	20	20	25	5	100*
25	Najla Syakirah Putri	30	20	18	22	5	95*
26	Nazara Azwa Balqis	26	18	16	22	4	86*
27	Nazwa Indira Purnama	26	18	18	15	4	81*
28	Nazwa Syahilah	17	18	15	18	4	72
29	Ok M. Shaladdin Al Kautsar	30	20	18	24	4	96*
30	Pingkan Maharani	28	20	18	18	4	88*
31	Reyhan Akbar Lbs	18	17	15	15	4	69
32	Reza Febrian	20	12	10	7	3	52
33	Syifa Annisa Nst	30	18	20	24	5	97*
34	Septania Ramadhani	18	16	18	12	4	68

35	Wadana Ramadhani	28	18	18	17	4	85*
36	Zaki Fikli Fahreza	23	12	14	20	3	72
37	Zaky Faisal Yakobi	22	11	15	15	3	43
38	Haura Wafira Hasibuan	30	20	18	22	5	95*
	Total Score	$\Sigma X = 2927$					
	Mean	$\bar{X} = 77.02$					

**Student who passed the Minimum Mastery criterion*

APPENDIX VIII

The Students' Score in Post Test 2

No.	Nama	C	O	V	L U	M	Total Score
1	Ade Fikri	23	14	11	13	4	65
2	Ahmad Fadil	25	16	16	15	5	77*
3	Ayu Syahfitri	26	20	18	22	4	90*
4	Anggun Anggreini Yusuf	30	18	18	17	4	87*
5	Aprila Pratama	23	15	17	15	4	74
6	Bunga Ardina Khairunnisa	17	15	13	14	4	63
7	Chantika Putri	16	13	15	15	4	63
8	Damia Hadifa	27	18	19	23	5	92*
9	Dinda Khalisa	28	20	20	25	5	98*
10	Erika Silfani	17	18	15	20	5	75*
11	Fardan Muhammad Fiksa	27	20	17	25	5	94*
12	Fauzana Sabrina	26	20	17	22	5	90*
13	Ghefira Syifa Salsabillah	22	20	15	23	5	85*
14	Hafidz Maulana Nasution	16	18	14	13	4	65
15	Hafiz Surya Hadiana	22	15	16	17	5	75*
16	Haykal Ramadhan	17	18	17	20	5	77*
17	Leyla Najwa Nasution	24	18	18	25	5	90*
18	M. Imam Syafi'i	26	18	15	21	5	85*
19	M. Iksan Tarigan	21	18	13	17	4	73
20	M. Hazmi Al Irfan	19	20	15	22	5	81*
21	M. Ihsan Abdurrazaq	23	15	17	14	5	74
22	M. Jihad Syahid	20	18	15	18	5	76*
23	Mutia Rizqi Hafizah Munthe	27	20	18	25	5	95*
24	Nadiya Atthailah	30	20	20	25	5	100*
25	Najla Syakirah Putri	25	20	17	23	5	90*
26	Nazara Azwa Balqis	24	20	15	23	5	87*
27	Nazwa Indira Purnama	27	20	18	22	5	92*
28	Nazwa Syahilah	22	19	17	20	5	83*
29	Ok M. Shaladdin Al Kautsar	30	20	20	25	5	100*
30	Pingkan Maharani	26	20	17	17	4	84*
31	Reyhan Akbar Lbs	25	17	16	18	4	73
32	Reza Febrian	22	18	15	17	4	78*
33	Syifa Annisa Nst	27	18	17	23	5	90*
34	Septania Ramadhani	21	17	15	15	4	72

35	Wadana Ramadhani	28	18	15	20	5	86*
36	Zaki Fikli Fahreza	25	17	17	20	4	75*
37	Zaky Faisal Yakobi	25	15	15	13	2	70
38	Haura Wafira Hasibuan	28	20	17	25	5	95*
	Total Score	$\Sigma X = 3119$					
	Mean	$\bar{X} = 82.07$					

**Student who passed the Minimum Mastery criterion*

APPENDIX IX

The Percentage of Students Score

1. The Percentage of Students Score in Pre-Test

	Criteria	Total Students	Percentage
P1	Success	7	18.4%
P2	Unsuccess	31	81.6%
Total		38	100%

2. The Percentage of Students Score in Post-Test 1

	Criteria	Total Students	Percentage
P1	Success	20	52.6%
P2	Unsuccess	18	47.4%
Total		38	100%

3. The Percentage of Students Score in Post-Test 2

	Criteria	Total Students	Percentage
P1	Success	28	73.7%
P2	Unsuccess	10	26.3%
Total		28	100%

APPENDIX X

Observation of Teaching Process and Students' Activities

1. Observation of Teaching Process

No.	Meeting	Cycle 1	Cycle 2
		Teaching Process	Teaching Process
1.	First meeting	50%	81.25%
2.	Second meeting	70.83%	-

2. Observation of Students' Activities

No.	Meeting	Cycle 1	Cycle 2
		Students' activities	Students' activities
1.	First meeting	52.5%	85%
2.	Second meeting	75%	-

APPENDIX XI

The Whole Result of Students' Scores

No.	Name	Score		
		Pre-Test	Post- Test 1	Post-Test 2
1	Ade Fikri	37	68	65
2	Ahmad Fadil	58	70	77
3	Ayu Syahfitri	65	91	90
4	Anggun Anggreini Yusuf	70	80	87
5	Aprila Pratama	48	66	74
6	Bunga Ardina Khairunnisa	36	45	63
7	Chantika Putri	34	53	63
8	Damia Hadifa	81	90	92
9	Dinda Khalisa	69	96	98
10	Erika Silfani	71	78	75
11	Fardan Muhammad Fiksa	67	92	94
12	Fauzana Sabrina	68	85	90
13	Ghefira Syifa Salsabillah	72	76	85
14	Hafidz Maulana Nasution	36	55	65
15	Hafiz Surya Hadiana	41	66	75
16	Haykal Ramadhan	59	63	77
17	Leyla Najwa Nasution	82	98	90
18	M. Imam Syafi'i	37	87	85
19	M. Iksan Tarigan	36	61	73
20	M. Hazmi Al Irfan	66	69	81
21	M. Ihsan Abdurrazaq	63	67	74
22	M. Jihad Syahid	62	73	76
23	Mutia Rizqi Hafizah Munthe	79	100	95
24	Nadiya Atthaillah	79	100	100
25	Najla Syakirah Putri	73	95	90
26	Nazara Azwa Balqis	61	86	87
27	Nazwa Indira Purnama	74	81	92

28	Nazwa Syahilah	65	72	83
29	Ok M. Shaladdin Al Kautsar	78	96	100
30	Pingkan Maharani	73	88	84
31	Reyhan Akbar Lbs	67	69	73
32	Reza Febrian	43	52	78
33	Syifa Annisa Nst	77	97	90
34	Septania Ramadhani	66	68	72
35	Wadana Ramadhani	78	85	86
36	Zaki Fikli Fahreza	43	72	75
37	Zaky Faisal Yakobi	42	43	70
38	Haura Wafira Hasibuan	81	95	95
Total		$\Sigma X = 2337$	$\Sigma X = 2927$	$\Sigma X = 3119$
Mean		$\bar{X} = 61.5$	$\bar{X} = 77.02$	$\bar{X} = 82.07$

APPENDIX XII**OBSERVATION SHEET****CYCLE I**

Date : March 13th, 2019
Meeting : Cycle I, meeting I
Observer : Hanum Relatri Periza
Aspect : Teaching Process of Researcher

Check (√) each item in the column that most clearly represent your observation and write additional comments in the provided column.

No.	Observation Item	Category Score				Note
		1	2	3	4	
A.	Pre-teaching					
1.	The teacher greets and asks the students' conditions.			√		-
2.	The teacher checks the attendance list of students.		√			Waste much time
3.	The teacher tells the objective of the teaching and learning process.			√		-
4.	The teacher introduces the new topic to the students.			√		-
5.	The teacher asks question as motivation.		√			Students do not answer
B.	Whilst-teaching					
6.	The teacher distributes handouts.		√			Teacher should ask students' help, so not waste time
7.	The teacher explains about descriptive text by using video that play on the television.				√	-
8.	The teacher and the students discuss the language features and generic structure of a descriptive text.		√			More explanation
9.	The teacher asks students to identify the generic structure and language features of descriptive text.		√			Students still confused
10.	The teacher gives chances to the students to ask questions.		√			No question

11.	The teacher checks the students' understanding.		√			-
12.	The teacher explains descriptive text by using Task-Based Language Teaching.			√		-
17.	The teacher guides the students in every stage doing the tasks.			√		-
18.	The students give good response to the topic.		√			-
C.	Post-teaching					
19.	The teacher summarizes and reflects the lesson.			√		-
20.	The teacher previews on the upcoming materials.	√				No time
21.	The teacher closes the teaching and learning process.		√			-
D.	Class Situation					
22.	The teacher's instructions are clear.			√		-
23.	The teacher manages the class well.		√			Quite noise
24.	Teacher has good time management.		√			-
	Total	$\sum X = 48$ Or % = 50%				

Category:

4= Very good (for 100%)

3 = Good (75% from overall percentage 100%)

2 = Enough (50% from overall percentage 100%)

1 = Fair (25% from overall percentage 100%).

The formula to measure the teachers' activity in teaching is:

$$\text{Percentage \%} = \frac{n}{N} 100\%$$

n = the criteria number of teacher

N = the sum of total criteria number

% = the percentage of the expectation.

Medan, March 13th, 2019
Observer/Collaborator

Hanum Relatri Periza

Date : March 13th, 2019
 Meeting : Cycle I, meeting I
 Observer : Hanum Relatri Periza
 Aspect : Students' Activity

Check (✓) each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Category Score				Note
		1	2	3	4	
1.	The students respond to the teacher's greeting and tell about their condition.		✓			Some students do not respond
2.	The students are ready to learn the materials.			✓		-
3.	The students deliver the questions to the teacher.	✓				No question
4.	The students answer the question from teacher	✓				Still confused
5.	The students give good response to the topic.	✓				Difficulty in organize text and s. present time
6.	The students are active during the teaching-learning process.		✓			-
7.	The students have willingness to use their dictionaries.	✓				Most do not bring, should remind them
8.	The students show enthusiasm during the teaching-learning process.			✓		-
9.	The students like the approach: TBLT.				✓	They are very happy
10.	The students follow the teacher's instruction well.			✓		Students paid attention carefully
	Total	$\sum X = 21$ Or $\% = 52,5\%$				

Category:

4= Very good (for 100%)

3 = Good (75% from overall percentage 100%)

2 = Enough (50% from overall percentage 100%)

1 = Fair (25% from overall percentage 100%).

The formula to measure the students' activity in teaching is:

$$\text{Percentage \%} = \frac{n}{N} 100\%$$

n = the criteria number of teacher

N = the sum of total criteria number

% = the percentage of the expectation.

Medan, March 13th, 2019

Observer/Collaborator

Hanum Relatri Periza

APPENDIX XIII

OBSERVATION SHEET

CYCLE I

Date : March 14th, 2019
Meeting : Cycle I, meeting II
Observer : Hanum Relatri Periza
Aspect : Teaching Process of Researcher

Check (√) each item in the column that most clearly represent your observation and write additional comments in the provided column.

No.	Observation Item	Category Score				Note
A.	Pre-teaching	1	2	3	4	
1.	The teacher greets and asks the students' conditions.				√	-
2.	The teacher checks the attendance list of students.			√		-
3.	The teacher tells the objective of the teaching and learning process.			√		-
4.	The teacher introduces the topic to the students.			√		-
5.	The teacher asks question as motivation.			√		-
B.	Whilst-teaching					
6.	The teacher distributes handouts.			√		Students help teachers
7.	The teacher explains about descriptive text by using carton that attach on the whiteboard.			√		Students come in front of class to help teacher
8.	The teacher and the students discuss the language features and generic structure of a descriptive text.			√		Students looked understand, some not
9.	The teacher asks students to identify the generic structure and language features of descriptive text.			√		Most students have understood
10.	The teacher gives chances to the students to ask questions.			√		Students ask question about the generic structure

11.	The teacher checks the students' understanding.				√	Teacher walked around asking students
12.	The teacher explains descriptive text by using Task-Based Language Teaching.			√		-
17.	The teacher guides the students in every stage doing the tasks.			√		-
18.	The students give good response to the topic.			√		Student read the example in front of class
C.	Post-teaching					-
19.	The teacher summarizes and reflects the lesson.				√	-
20.	The teacher previews on the upcoming materials.				√	-
21.	The teacher closes the teaching and learning process.				√	Students are active
D.	Class Situation					
22.	The teacher's instructions are clear.				√	-
23.	The teacher manages the class well.				√	-
24.	Teacher has good time management.				√	-
	Total	$\sum X = 68$ Or % = 70,83 %				

Category:

4= Very good (for 100%)

3 = Good (75% from overall percentage 100%)

2 = Enough (50% from overall percentage 100%)

1 = Fair (25% from overall percentage 100%).

The formula to measure the teachers' activity in teaching is:

$$\text{Percentage \%} = \frac{n}{N} 100\%$$

n = the criteria number of teacher

N = the sum of total criteria number

% = the percentage of the expectation.

Medan, March 14th, 2019

Observer/Collaborator

Hanum Relatri Periza

Date : March 14th, 2019
 Meeting : Cycle I, meeting II
 Observer : Hanum Relatri Periza
 Aspect : Students' Activity

Check (√) each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Category Score				Note
		1	2	3	4	
1.	The students respond to the teacher's greeting and tell about their condition.			√		All students respond
2.	The students are ready to learn the materials.				√	-
3.	The students deliver the questions to the teacher.		√			About generic structure and present verb
4.	The students answer the question from teacher			√		Students answer teacher's questions
5.	The students give good response to the topic.			√		Using their textbook
6.	The students are active during the teaching-learning process.			√		-
7.	The students have willingness to use their dictionaries.			√		-
8.	The students show enthusiasm during the teaching-learning process.			√		-
9.	The students like the approach: TBLT.			√		-
10.	The Students follow the teacher's instruction well.			√		More explanation about using TBLT
	Total	$\Sigma X = 30$ Or $\% = 75\%$				

Category:

4= Very good (for 100%)

3 = Good (75% from overall percentage 100%)

2 = Enough (50% from overall percentage 100%)

1 = Fair (25% from overall percentage 100%).

The formula to measure the students' activity in teaching is:

$$\text{Percentage \%} = \frac{n}{N} 100\%$$

n = the criteria number of teacher

N = the sum of total criteria number

% = the percentage of the expectation.

Medan, March 14th, 2019

Observer/Collaborator

Hanum Relatri Periza

APPENDIX XIV

OBSERVATION SHEET

CYCLE II

Date : March 28th, 2019
Meeting : Cycle II, meeting I
Observer : Hanum Relatri Periza
Aspect : Teaching Process of Researcher

Check (√) each item in the column that most clearly represent your observation and write additional comments in the provided column.

No.	Observation Item	Category Score				Note
A.	Pre-teaching	1	2	3	4	
1.	The teacher greets and asks the students' conditions.				√	-
2.	The teacher checks the attendance list of students.			√		-
3.	The teacher tells the objective of the teaching and learning process.				√	-
4.	The teacher introduces the new topic to the students.				√	-
5.	The teacher asks question as motivation.				√	Students' response are good
B.	Whilst-teaching					
6.	The teacher distributes handouts.				√	-
7.	The teacher explains about descriptive text by using carton that attach on the whiteboard.				√	Students come in front of class to explain it
8.	The teacher and the students discuss the language features and generic structure of a descriptive text				√	Students understand
9.	The teacher asks students to identify the generic structure and language features of descriptive text.				√	-
10.	The teacher gives chances to the students to ask questions.			√		-

11.	The teacher checks the students' understanding.				√	-
12.	The teacher explains descriptive text by using Task-Based Language Teaching.				√	-
17.	The teacher guides the students in every stage doing the tasks.				√	-
18.	The students give good response to the topic.				√	-
C.	Post-teaching					-
19.	The teacher summarizes and reflects the lesson.				√	-
20.	The teacher previews on the upcoming materials.				√	-
21.	The teacher closes the teaching and learning process.				√	-
D.	Class Situation					
22.	The teacher's instructions are clear.				√	-
23.	The teacher manages the class well.				√	-
24.	Teacher has good time management.				√	-
	Total	$\Sigma X = 78$ Or % = 81.25%				

Category:

4= Very good (for 100%)

3 = Good (75% from overall percentage 100%)

2 = Enough (50% from overall percentage 100%)

1 = Fair (25% from overall percentage 100%).

The formula to measure the teachers' activity in teaching is:

$$\text{Percentage \%} = \frac{n}{N} 100\%$$

n = the criteria number of teacher

N = the sum of total criteria number

% = the percentage of the expectation.

Medan, March 28th, 2019

Observer/Collaborator

Hanum Relatri Periza

Date : March 28th, 2019
 Meeting : Cycle II, meeting I
 Observer : Hanum Relatri Periza
 Aspect : Students' Activity

Check (√) each item in the column that most clearly represent your observation and write additional comments in the provided column.

No	Observation Item	Category Score				Note
		1	2	3	4	
1.	The students respond to the teacher's greeting and tell about their condition.				√	-
2.	The students are ready to learn the materials.			√		-
3.	The students deliver the questions to the teacher.			√		-
4.	The students answer the question from teacher			√		-
5.	The students give good response to the topic.			√		-
6.	The students are active during the teaching-learning process.				√	-
7.	The students have willingness to use their dictionaries.			√		-
8.	The students show enthusiasm during the teaching-learning process.				√	-
9.	The students like the approach: TBLT.				√	-
10.	The Students follow the teacher's instruction well.			√		-
	Total	$\Sigma X = 34$ Or $\% = 85\%$				

Category:

4= Very good (for 100%)

3 = Good (75% from overall percentage 100%)

2 = Enough (50% from overall percentage 100%)

1 = Fair (25% from overall percentage 100%).

The formula to measure the students' activity in teaching is:

$$\text{Percentage \%} = \frac{n}{N} 100\%$$

n = the criteria number of teacher

N = the sum of total criteria number

% = the percentage of the expectation.

Medan, March 28th, 2019

Observer/Collaborator

Hanum Relatri Periza

APPENDIX XV

DIARY NOTES

In the first meeting of cycle 1

The researcher conducted pre-teaching such greeting and asking the students' conditions, checking the attendance list of students, telling the objective of teaching learning process. The researcher introduced the topic to students and motivated them. Then the researcher explained all the materials related to descriptive text and using TBLT. In this meeting, researcher wasted much time in pre-teaching, so the time was limit to explain materials clearly. When researcher explained Task-Based Language Teaching (TBLT), she was successful to attract students' motivation at writing. They were excited of getting new strategy of learning.

In the second meeting of cycle 1

The researcher conducted the pre teaching better than first meeting. The researcher warmed up the students by asking about their parents. Some students answered by using English, some used Indonesian. In this meeting, the researcher gave more explanation about descriptive text and checked students' comprehension about descriptive text and the generic structure of it. Most of students had understood about the concept of descriptive text.

The researcher reviewed about TBLT and how to use this strategy. The researcher also taught students about how to write descriptive text by themselves. The example of text looked from students' course book. One of students read the example in front of classroom. In this meeting, the researcher had to apply next cycle, because some of students still need explanation and guidance at writing descriptive text. In the second cycle, researcher should give notes or score in students' exercise book in order to give clear correction to students.

In the first meeting of cycle 2

The researcher was still implementing TBLT at writing descriptive text. The researcher explained more about writing diary and how to make good descriptive text. Then the researcher explained more about how to explore their idea at writing. The researcher informed that TBLT was very important to help their ability at writing. If students were diligent to practice writing, they would get good mark in every test. In this meeting, students' response was good. The students were also active and the situation of the class was in control. In this meeting, students were familiar with some vocabularies used in descriptive text. Therefore some students did not ask many to researcher about the meaning of words.

APPENDIX XVI

INTERVIEW SHEET FOR TEACHER

Day, Date : Wednesday, 6th March 2019

Time : 12.00 p.m.

Interview with the teacher before action and pre-test

Researcher : Apa sajakah kesulitan yang mam hadapi dalam proses pembelajaran bahasa Inggris ?

Teacher : kalau untuk kemampuan siswa beragam ndah, ada yang bisa membaca tapi menulisnya enggak. Dia bisa membaca, bisa menulis tapi ketika kita dikte-kan katanya dia kurang mampu menangkapnya. Itu yang masalah teknis-teknis mengajar, tapi kalau masalah kelas, ya ada saja yang tidak memperhatikan. Jadi pada umumnya seperti itulah masalah guru.

Researcher : Menurut mam, bagaimana kemampuan menulis siswa?

Teacher : ohh kalau menulis, mereka suka bingung mau nulis apa, butuh waktu lama gitu untuk menulis di dalam kelas. Terkadang mereka tahu apa yang mau ditulis, tapi belum bisa menyusun kata-katanya dengan baik. Jadi pencapaian mereka dalam menulis ya gak terlalu tinggi, susah untuk mencapai target KKM 75.

Researcher : Dalam kemampuan menulis, kesulitan apa saja yang dihadapi siswa ?

Teacher : Ya itu tadi, yang mam bilang. Bingung mau nulis apa, tulisannya salah salah, *grammar*-nya salah.

Researcher : Strategi apa yang biasa mam terapkan dalam pembelajaran *writing*?

Teacher : Gak bisa banyak-banyak ndah, orang ini rebut kalau buat metode macam-macam. Jadinya mam hanya terapkan metode ceramah aja.

Day, Date : Thursday, 7th March 2019

Time : 10.00 a.m.

Interview with the teacher after pre-test

Researcher : Mam, saya sudah melakukan pre test dan berikut hasilnya mam, bagaimana pendapat mam?

Teacher : Ya begitulah ndah, masih susah mereka menghafal kosakata Bahasa Inggris, macam tadi masih contek-contekan kan? iya mereka belum mampu menyusun tulisan atau ide mereka. Sebenarnya mereka tahu apa yang mau mereka tulis apalagi

tentang deskripsi orang sekitar mereka. Tapi cara menyusunnya bingung. Mereka juga belum paham penggunaan verb yang tepat pada jenis-jenis teks tertentu. Memang dibutuhkan pembiasaan dan teknik khusus untuk memancing keinginan mereka dalam berlatih menulis.

Day, Date : April 4th, 2019

Time : 11.00 a.m.

Interview with the teacher after cycle 1 and 2

Researcher : Bagaimana pendapat mam tentang strategi yang saya terapkan, yaitu menggunakan pendekatan Task-Based Language Teaching dalam meningkatkan kemampuan menulis siswa di *descriptive text*?

Teacher : yang penting itu daya tariknya terlebih dahulu, kalau strategi yang Indah gunakan itu menarik, menggunakan waktu, jadi mereka tertantang setiap kali Indah kasi *timing* waktunya untuk mengerjakan setiap tugas. Terus di dalamnya mereka menulis teks ya tentang apa yang mereka suka dan mau ceritakan, jadi kemarin mam lihat memang ada daya tarik siswa, semangat, saling memperlihatkan ke teman-teman lainnya, saling berlomba-lomba menunjukkan siapa yang terbaik, menurut mam bagus juga itu.

Researcher : Berdasarkan pengamatan mam, bagaimana interaksi dan proses belajar mengajar selama saya menerapkan strategi ini mam?

Teacher : selain mam memperhatikan atau mengobservasi selama Indah menerapkan strategi itu, otomatis mam lihat ada cara yang baru dari yang Indah ajarkan, jadi mam merasa termotivasi jugakan, kapan-kapan buat seperti itu juga. Bagus juga. Bapak tanyak pun mereka bilang nulisnya sudah mulai terbiasa, sudah paham tentang *descriptive text*.

Researcher : Menurut mam apakah penggunaan strategi ini mampu meningkatkan pencapaian siswa dalam menulis *descriptive text*?

Teacher : Ya tentu ndah, mereka jadi rajin nulis. Nulis ni kan butuh praktek, makin rajin praktek, makin baguslah tulisannya. Kosakata makin bertambah.

APPENDIX XVII

INTERVIEW SHEET FOR STUDENTS

Day, Date : Wednesday, 6th March 2019

Time : 13.00 p.m.

Transcript of Interview with Students before Action

Researcher : Sekarang miss mau tanya, kalian suka gak belajar bahasa Inggris?

Student A : sukanya ya suka miss, tapi kadang kalau lagi sulit ya gak suka.

Student B : suka banget miss apalagi kalau sama miss.

Student C : suka miss.

Researcher : Kalau belajar bahasa Inggris apa aja yang menjadi kesulitannya?

Student A : sulitnya kadang kalau ada kalimat bahasa Indonesia dijadikan ke bahasa Inggris.

Student B : yang sulitnya di tense-tense itu miss yang miss ajarin dulu.

Student C : Oh iya miss, sulitnya yang di present tense itu.

Researcher : Jadi tadi gimana ngerjakan testnya?

Student A : Miss nyuruh pake Bahasa Inggris, saya gaktau lah miss

Student B : Bingung saya miss mau nulis apa.

Student C : lumayan susah miss, saya lupa rumus yang present itu.

Researcher : Biasanya kesulitan apa aja kalau saat menulis bahasa Inggris?

Student A : menulis itu sulit bahasa Inggriskannya miss

Student B : iya miss. Kalau saya ya di susunannya miss.

Student C : sama miss. Sulit cara artikannya sama kata kerjanya juga, bingung miss.

Day, date : Thursday, March 14th, 2019.

Transcript of Interview with Students after cycle 1

Researcher : Gimana belajar sama miss tadi?

Student A : seru miss.

Student B : miss suka lucu, sabar. Hehe

Student C : menyenangkan miss

Researcher : Lebih suka belajar di kelas secara individu aja atau kelompok ?

Student A : lebih suka individu miss. Karena kalau kelompok, satu mau ngerjakan satu lagi gak mau ngerjain.

Student B : lebih suka individu. Kalau sendiri dia mudah ngerjainnya kalau kelompok jadi banyak yang salah.

Student C : lebih suka individu karena kalau kelompok nanti ada yang setuju jawabannya ada yang gak setuju.

Researcher : Sekarang sudah paham gak mengenai teks deskriptif?

Student A : sudah miss dikit-dikit.

Student B : sudah. Karena tahu dari SD

Student C : lumayan sudahlah miss

Researcher : Miss kan kasih pendekatan seperti *Task-Based Language Teaching*. Kalian pernah belajar seperti ini gak sebelumnya ?

Student A : belum pernah miss

Student B : belum miss

Student C : belum miss, ini pertama kali lah.

Researcher : Gimana sih belajar *descriptive text* tapi dengan *Task-Based Language Teaching* tadi?

Student A : pertamanya sih gak bisa, tapi setelah miss ajari jadinya bisa.

Student B : seru banget miss. Jadi rajin nulis.

Student C : menyenangkan.

Researcher : Senang gak sama pelajaran hari ini pakai TBLT?

Student A : senang, jadi bisa nulis pakai Bahasa Inggris miss, karena miss biasakan terus kami buat rajin nulis.

Student B : senang, karena bisa menambah ilmu pengetahuan juga jadi nambah rajin nulisnya.

Student C : Senang, karena lomba-lomba an miss buat pakai waktu.

Researcher : Setelah latihan menulis pakai TBLT, jadi percaya diri gak untuk menulis dalam bahasa Inggris?

Student A : Sudah, karena sudah mulai lancar.

Student B : Pastilah miss, apalagi bahasanya bahasa Inggris.

Student C : Percaya diri miss.

Day, date : Thursday, April 4th 2019.

Transcript of Interview with Students after Cycle 2

Researcher : Gimana mengerjakan teksnya. Sudah mudah?

Student A : sudah paham miss nyusun jadi paragraph gitu.

Student B : bisa miss. Pakai verb s/es nya uda ngertilah. Tapi kadang lupa miss. hehe

Student C : lumayan enak miss nulisnya, tapi harus lama waktunya.

Researcher : Apakah penggunaan TBLT ini menurut kalian meningkatkan kemampuan kalian dalam menulis ?

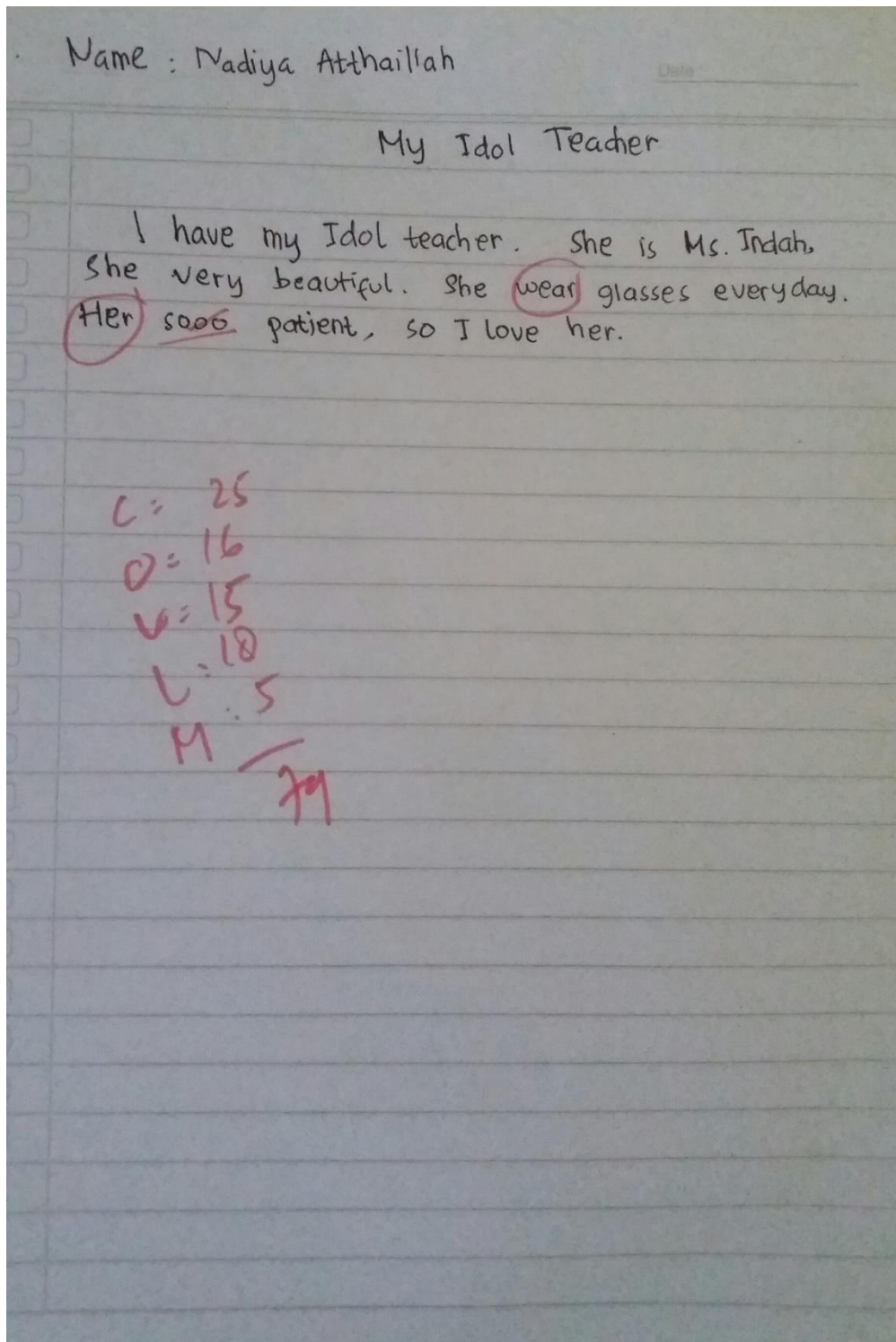
Student A : Iya miss, saya jadi rajin nulis miss. Besok saya bawa diary saya, pake bahasa Inggris sekarang nulisnya.

Student B : Iya. Karena berulang-ulang nulisnya.

Student C : meningkat, karena sering dilakukan miss.

APPENDIX XVIII

Result of Students' Test



M. IMAM Syafi'i

No. _____
Date: _____

Teacher is Bu Sri (Donjas)

Bu Sri adalah guruyang baik saya suka dengan kebaikan
Bu Sri, dia membacakan kami waktu kami bermain bola dan
Bu Sri tidak meminta uang sedikitpun untuk membeli bola
dan Sri ^{guru} terbaik kami

Bahasa Inggrisnya

Mrs. Sri is a good teacher. I like her kindness. She
bought us when you were at sports, and our
best

$$C = 13$$

$$O = 7$$

$$V = 7$$

$$L = 7$$

$$M = \frac{3}{37} + \text{tuh}$$

Name : Nadiya Atthailich

②

Class : VII-5

My Idol Teacher

My Idol teacher is Ms. Indah. She is very beautiful and friendly. She is the best teacher ever. She wears glasses. She teaches English language. Beside friendly, she is so patient. I love her sooo much♡

✓ *Wow Excellent*

C = 30

O = 20

V = 20

L = 25

M = 5

100

Students' Post-Test I

Milman Syofiri

MY Idol Teacher

I have my Idol Teacher. Her name is Mrs. Sri Rezeki. She is a good teacher. I like her kindness. She bought ball to us when we play foot ball at sport lesson. But she didn't ask money from us. Mrs. Sri is a good teacher ever.

$$C = 28$$

$$O = 17$$

$$V = 15$$

$$L = 23$$

$$M = 4 + \text{unit}$$

$$87$$

87 904

Name: Nadiya Attharillah
class: VII-5

My school

Mts N 3 is my school. It makes million memories for me. My school has a wide field. The library is also pretty. It looks beautiful and neat. My school also has mosque. The bathroom of mosque is clean.

✓
WU
Excellent

$$\begin{array}{r} C = 30 \\ D = 20 \\ V = 20 \\ L = 25 \\ M = \frac{5}{100} \end{array}$$

M. Imam Syafii

MY school

I study at MTsN 3. MTsN 3 is amazing school. It has various extracurricular. I like the teachers. They are friendly. My friend also friendly. My school is small but beautiful.

$$\begin{array}{r} C = 26 \\ O = 10 \\ V = 15 \\ L = 21 \\ M = 5 \\ \hline 85 \end{array}$$

APPENDIX XIX

PHOTOGRAPHS SHEET



The Researcher took a picture with students of VII-5, MTs Negeri 3 Medan



The Researcher was discussing and interviewing the teacher



The Researcher was explaining the material



The Students was writing descriptive text



Teaching-Learning Process

APPENDIX XX



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN

Jl. Williem Iskandar Pasar V Medan Estate 20371 Telp. (061) 6615683-6622925 Fax. 6615683
Website : www.fitk.uinsu.ac.id e.mail : fitk@uinsu.ac.id

Nomor : B-3329/ITK/ITK.V.3/PP.00.9/ 03/.2019
Lampiran : -
Hal : **Izin Riset**

Medan, 12 Maret 2019

Yth. Ka. MTsN 3 Medan

Assalamu'alaikum Wr Wb

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama : INDAH DWI LESTARI
Tempat/Tanggal Lahir : Medan, 26 Mei 1998
NIM : 34151010
Semester/Jurusan : VIII/Pendidikan Bahasa Inggris

Untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di MTsN 3 Medan, guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi yang berjudul:

IMPROVING STUDENTS' ABILITY AT WRITING DESCRIPTIVE TEXT BY USING TASK- BASED LANGUAGE TEACHING (TBL T) FOR THE SEVENTH GRADE STUDENTS OF MTs NEGERI 3 MEDAN

Demikian kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.



Wassalam

Dr. Dekan

Ketua Jurusan PBI

Dr. Sholihatul Hamidah Dly, M.Hum

NIP:19750622 200312 2 002

Tembusan:

Dekan Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan

APPENDIX XXI



KEMENTERIAN AGAMA REPUBLIK INDONESIA

KANTOR KEMENTERIAN AGAMA KOTA MEDAN

MADRASAH TSANAWIYAH NEGERI 3 MEDAN

Jalan Melati 13 Blok X PHM Telp /Fax (061) 8472306 Helvetia Tengah Medan-20124

E-mail : mtsntigamedan@gmail.com

Kota Medan

SURAT KETERANGAN

Nomor : B-091/Mts.02.15.54/PP.001/04/2019

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 3 Medan dengan ini menerangkan bahwa :

N a m a : **INDAH DWI LESTARI**

Tempat/ Tgl. Lahir : Medan, 26 Mei 1998

N I M : 34151010

Semester / Jurusan : VIII / Pendidikan Bahasa Inggris

Benar bahwa nama tersebut diatas telah melaksanakan penelitian di MTsN 3 Medan dari tanggal, 13 Maret s.d 04 April 2019 berjudul

“ IMPROVING STUDENTS’ ABILITY AT WRITING DESCRIPTIVE TEXT BY USING TASK-BASED LANGUAGE TEACHING (TBL T) FOR THE SEVENTH GRADE STUDENTS OF MTs NEGERI 3 MEDAN” .

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sepetlunya .

Medan, 6 April 2019

Kepala



Dra. Hj. N. Cici Mahruliana, M.Si

NIP. 196407101997032001